DEVELOPING TOMORROW'S LEADERS TODAY: LEADERSHIP DEVELOPMENT PROGRAMS AT SELECTED NORTH CAROLINA COMMUNITY COLLEGES

A dissertation presented to the faculty of the Graduate School of Western Carolina University in partial fulfillment of the requirements for the degree of Doctor of Education.

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DEDICATION

This dissertation is dedicated to

my wife, Melanie Timberlake,

with my warmest affection and deepest gratitude.

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ABSTRACT

DEVELOPING TOMORROW'S LEADERS TODAY: LEADERSHIP DEVELOPMENT PROGRAMS AT SELECTED NORTH CAROLINA COMMUNITY COLLEGES

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The characteristics of a leadership development challenge for America's community colleges have been well-documented in the literature. A worldwide population aging trend, college leader retirements, and an ineffective system for new leader development have led to predictions of a shortfall in well-trained leaders at all levels of community colleges. These colleges are essential to workforce and economic development in over 1,500 communities and sound leadership of them is essential to the achievement of this mission. The purpose of this study was to add to the greater body of knowledge by describing the planning, developing, delivering, and strengthening elements of three community college-based faculty and staff leadership development programs. Additionally, the study assessed the individual and institutional outcomes of the selected campus-based programs and the relationship of structural, methodological, and topical elements to those results. An extensive review of the literature described the significance of the need to understand the development, delivery, and outcomes of grow-your-own community college leadership development programs. A concurrent mixed-methods approach incorporating interviews, documents, surveys, and program evaluations was used to gather information about the sponsoring institutions and their programs,

participants, staff, and sponsors. Emerging themes and patterns of findings were used to address the following research questions within each of the study sites as well as across the three programs:

1. What programmatic elements were included in the planning, developing, delivering, and strengthening phases of each LDI program?
2. What perceived leadership development outcomes did study participants attribute to their participation in the LDI program?
3. What perceived organizational outcomes did study participants attribute to the LDI program?
4. How did the LDI programmatic elements relate to perceived leadership development and organizational outcomes?

The research was organized to examine leadership development programs in the context of a literature-based hybrid analytical framework. The framework was developed to broaden and deepen the understanding of these programs and provide guidance for improved program planning, implementation, and evaluation. The study revealed that many of the elements outlined in the literature were incorporated in the programs examined. Unique and culturally-relevant programmatic innovations led to profound individual leadership development outcomes across each of the programs. Programs displayed institutional nuances while achieving a core group of fundamentally similar institutional outcomes. Programmatic best practices for planning, developing, delivering, and strengthening community college leadership development were also identified and described.

CHAPTER ONE: INTRODUCTION

Several factors have converged to create an extraordinary leadership development challenge for America's community colleges at the dawn of the 21st century. The first influence on the community college climate is a worldwide population aging trend, leading to a wave of retiring workers, including many community college leaders. As aging leaders have approached retirement, traditional sources of leader preparation, most notably graduate degree programs, have not produced sufficient numbers of replacement candidates. In addition, the content and focus of these programs have also been questioned. Compounding these conditions are two other circumstances: the increasing demands of dynamic community college leadership roles and continuing changes in the make-up and needs of the communities served by these colleges.

For nearly a decade scholars and institutional leaders have predicted an unprecedented wave of retirements among community college leaders during the first decades of the 21st century (American Association of Community Colleges [AACC], 2002; Evelyn, 2001; Shults, 2001). These reports described an extraordinary movement into retirement, not only by college presidents and other senior leaders, but by their likely replacements as well (Amey & VanDerLinden, 2002). Historically, many replacement leaders have been developed through graduate training programs (Brown, Martinez & Daniel, 2002). In recent years, this source of new leaders has not kept up with the accelerating demand in two ways. For example, the number of advanced degrees conferred in community college administration and leadership decreased 78% between 1983 and 1997 (Klinger, 2001; Romero, 2004).

Concerns about the quality of leadership preparation have also surfaced along with these reports of an unprecedented leader exodus. Formal graduate degree leader training programs have reportedly failed to place sufficient emphasis on the skills deemed necessary for leader effectiveness (Brown, Martinez & Daniel, 2002). Disquiet over leadership candidate quality has also emanated from the evidence that broader competencies are necessitated by increasing organizational complexity and leader role challenges (Dasenbrock, 2002). While these traditional advanced university degree leadership preparation programs have made improvements and have been supplemented with targeted efforts by community college systems, nonprofit institutes, and professional associations in anticipation of future changes in personnel, reports of leader shortages persist (AACC, 2002; Moser, 2008; Shults, 2001).

These concerns are important because the identification and preparation of a pool of qualified leadership candidates, ready to move into an increasing number of vacancies, has been identified as paramount to continuing community college success (Fulton-Calkins & Milling, 2005). New and expanding requirements ranging from deploying technology, facing funding challenges, and adapting to economic transformation have broadened the range of skills needed to be an effective community college leader (Dasenbrock, 2002; Shults, 2001; Silvey, 2002; Wallin, 2002). Other concerns, such as reports of discrepancies between leader expectations and the training they are receiving, have added to apprehensions about the overall quality of the community college leadership pipeline (Brown, Martinez, & Daniel, 2002).

Reports from several authors have described another related source of pressure on the leadership pipeline. A series of studies have described the reduced attractiveness of

senior community college posts due to the increasing demands and complexity of these roles (Piland & Wolf, 2003). Senior leaders also report the blurring of personal and professional lives with work time spilling into evening, weekends, and holidays (Weisman & Vaughan, 2002). Professional isolation and being subjected to uncivil treatment from within their campus community have been heard as common complaints (Boggs, 2003). Evelyn (2001) reported an increased luring of qualified candidates to jobs in industry, with nonprofit organizations, or in other education sectors, like K-12 as a response to these pressures, adding to doubts about the leadership pipeline.

A final element of the leadership development challenge facing community colleges is the lack of the diversity in the leadership candidate pipeline. The importance of leadership diversity to organizational success is well-documented, in society at-large and academic organizations in particular (Krywulak & Sisco, 2008; Roberson & Park, 2007; Winston, 2001). During earlier eras most community college administrators and faculty were white males, a demographic similar to the make-up of their student population at the time (Sullivan, 2001). More recently however, the differences between administrator characteristics and those of the student body have steadily appeared (Dembicki, 2006). According to the AACC (2009), over one-third of students enrolled in America's 1,200 community colleges are minorities, which is more than twice the proportion of nonwhite senior leaders (Weisman & Vaughan, 2007).

Most community college experts agree that the development of future leaders is a high priority. Important and powerful forces have converged to create what some have called a crisis (Shults, 2001) and others have labeled an opportunity (AACC, 2002). Regardless of the perspective adopted, a business as usual approach clearly will not

provide the number, quality, and diversity of leaders needed to ensure continuing community college success. A review of the leadership development needs and responses will help guide the choice of optimal future program models.

The Problem

The following section describes the trends in an aging American society and the community college leader candidate pool, including concerns about their quantity, quality, and diversity. Other elements of the leader development challenge are also explored along with an overview of a variety of leadership development initiatives.

An Aging Workforce

American society has been aging as the baby boom generation, comprised of people born between 1946 and 1964, progresses through its life cycle (Morgan, 1998; Sincavage, 2004). Less than three decades ago, just 11% of the U.S. population was over 65; today that figure is nearly 13% and is predicted to rise to 20% or more by 2020 (Doyle, 2008). In large part because of the size and remarkable productivity of this generation, the U.S. workforce and economy saw an unprecedented transformation over the past half century (Nyce, 2007). Now this generation is fueling the greatest acceleration in the aging of the U.S. population that has ever occurred (Sugar, Pruitt, Anstee, & Harris, 2005).

This aging of the baby boom generation has begun to result in significant changes in the size and composition of the workforce. The first among this generation have just begun to reach the retirement ages of 62-65, initiating a movement toward a tipping point change in the age composition of the workforce (Pitt-Catsouphes, 2007). This phenomenon has been described as an impending elder boom and has been predicted to

involve the reversal of the labor surplus seen for the last twenty-five years (Ellwood, 2003; Nyce, 2007). The U.S. Bureau of Labor Statistics projected that the proportion of our population in the prime labor force group aged 25-54 will decrease for the next two decades (Fullerton & Toossi, 2001). The effects of this age wave on the economy will include a tightening labor market, "especially in occupations with functions less conducive to technology-driven productivity innovations – many of the jobs in health services and educational services." (Dohm, 2000, p. 17). She further predicted that the impact of this aging cohort on our institutions, including those in education, could result in poor service and unmet needs unless other sources of critical workers and their leaders can be identified or developed. Predictions like these have significantly increased the interest in and importance of leadership development across many employment sectors.

Impact on Community Colleges

Society-wide worker retirement trends were being felt across a number of labor market segments, including higher education. Community colleges were predicted to face an unprecedented wave of personnel change beginning in the first decade of the 21st century, including numerous retirements among presidents and other senior leaders (AACC, 2002; Shults, 2001). These plentiful retirements have begun to define a critical leadership succession challenge among community colleges. Published reports have estimated that more than half of the community college presidents serving in 2001 anticipated retiring before the end of the current decade (McClenney, 2001).

In 2002 the American Association of Community Colleges (AACC) predicted an even more extreme turnover, reporting that by 2012 nearly 80% of America's 1,200 community colleges would have to find replacements for their presidents (Shults, 2001).

Weisman and Vaughan (2007) recounted the intention of presidents to retire within 10 years, as increasing from 68% in 1996 to 84% in 2006. A more recent survey by the AACC, highlighted in 2008 by the Community College Times, reinforced this prediction, reporting that 24% of presidents polled plan to retire within the next three years, another 32% plan to retire in the next four to six years and 28% more plan to retire in seven to ten years (Chappell, 2008, ¶ 6). These predictions have consistently outlined the potential impact on the face of community college leadership largely due to baby boomer retirements.

The nature and impact of these retirements has been further described in some detail by community college leaders. Speaking at the second Leading Forward Summit, George Boggs, President and CEO of the American Association of Community Colleges, emphasized the likely challenges resulting from the massive wave of turnover among presidents and top administrators at America's community colleges (AACC, 2004). The AACC estimated "that 700 new community college presidents, 1,800 new upper-level administrators and 30,000 new faculty members will be needed" to replace those retiring (AACC, 2002). A report by Shults predicted that nearly four in five presidents expected to retire by 2012 (Shults, 2001).

Increasing evidence of the arrival of this retirement wave in colleges throughout the country has begun to appear. Weisman and Vaughan (2007) described the aging of the cohort of sitting presidents as their average age rose from under 52 years in 1984 when their College Leadership Study was first conducted to 58 years in 2006. California's community colleges started 2007 with "22 of the state's 109 two-year colleges…looking for presidents, and 28 [starting] the academic year with a new person

at the helm" (Ashburn, 2007, ¶ 4). More recently the Chronicle of Higher Education reported that the California Community Colleges System has averaged about 40 openings per year for the past three years, with about 15 of those presidential openings carrying over a year or more (Moser, 2008). In North Carolina, for the four year period between fall of 2004 and fall of 2008, college presidents announced their retirements every 10 weeks on average. In addition the head of the State system announced his retirement during that same period (North Carolina Community College System [NCCCS], 2008).

These illustrations of the impact of the first wave of retirements on community colleges reinforce concerns that have been heard throughout this decade. Retirements are clearly happening in community college settings across America. Even more troubling are several factors which are compounding this phenomenon, including influences from human resources, labor market, and recruiting.

Complicating Factors

Compounding the size of this retirement wave are several human management challenges, including shorter presidential terms, increased competition for candidates, and a shrinking pool of qualified successors. Weisman and Vaughan (2002) reported that the quickening pace of leader turnover was in part due to the shortening average tenure of the current community college president to between five and seven years, compared with multi-decade terms frequently served by previous generations of community college leaders. There is also evidence of increased competition for potential community college leader replacement candidates coming from others parts of the educational system and from various business sectors (Evelyn, 2001). A third factor involved a shrinking pool of formally trained leaders from university graduate programs. While experiencing

increased student enrollment today, these programs witnessed declining numbers of students during the last two decades of the 20th century (Evelyn, 2001; Klinger, 2001; Romero, 2004). Beyond lower head counts, university programs have also faced criticism for curricular shortcomings. For example Brown, Martinez and Daniel (2002) questioned the wisdom of relying on graduate education because some programs have failed to place sufficient emphasis on the skills deemed necessary for community college leader effectiveness.

A second contributor to the leader development challenge involves a change in the availability of traditional leader successors. Historically, many replacement candidates would be found among faculty and current administrators one or two levels below the top. Most colleges searching for new presidents and other senior leaders have traditionally looked to faculty members to move up the administrative ranks. However, the retirement trends seen among senior leaders are also being experienced among these likely successor groups (Amey &VanDerLinden, 2001; Brown, Martinez & Daniel, 2002; Evelyn, 2001; Klinger, 2001; Romero, 2004). McClenney's report (2001) predicted retirements consisting of "one fourth or more of …chief administrators" and "at least one-fourth of …faculty" (p. 24) during the first few years of the new millennium.

A third element contributing to the interruption of the leadership succession flow can be seen in changing patterns of labor market entry. According to King and Gomez (2008), faculty and adjunct professors, a primary source for new leaders for academic departments and other senior roles, appear to be starting their careers in higher education later in life. Among those who entered the academic community in the 1980s, only 14% were aged 40 or older when they became faculty. In contrast, more than 40% of those

entering academe since 1996 were aged 40 or older. Adding to this age related succession concern are several reports that community college leadership positions are less desirable than they had been in past eras (Amey & VanDerLinden, 2002; Boggs, 2003; Piland & Wolf, 2003; Weisman & Vaughan, 2002).

Concerns Regarding Quality

The predicted shortage of future leaders prompted by these factors unfortunately comes at a time when there are other mounting challenges facing community college leaders and their development. Among the concerns compounding the potential impact of the number of retirements are suggestions of potential deficits in leader quality, including capacity, caliber and fit. Pointing to these problems is evidence of changes in the intensity and type of demands being placed on community college leaders as reported by Sullivan (2001). For example, requirements to understand and deploy technology, work with role and issue ambiguity, and the need to act more entrepreneurially have been cited as increasing the breadth and complexity of expectations for new leaders (Shults, 2001).

These new and increasing challenges include treating students as clients, creating more responsive service delivery systems, and establishing broader external alliances, all parts of an evolving higher education milieu (Dasenbrock, 2002; Silvey, 2002). Wallin (2002) studied the perceptions of community college presidents in Georgia, North Carolina, and South Carolina regarding the skills needed to be an effective leader. She reported a strong facility with budget and fiscal management as the single most important skill. This requirement seems appropriate as funding from states has diminished over the past decades and leaders have come under increased pressure and scrutiny for their handling of tuition and fees charged to students (Paulson & Smart, 2001). As a result, the

impact of leader retirements pointing to potential shortages have been compounded by the demands from dynamic changes in the leadership environment such as the reported expanding and more complex expectations.

Diversity Deficit

Contributing a third element to the leadership challenge facing community colleges at the dawn of the 21st century is the lack of diversity among current leaders and leader candidates (Boggs, 2003). The U.S. Department of Education (USDOE, 2006) reported that just 15% of U.S. faculty in colleges and universities were minorities in 2003. In the same report, about 17% of executive, managerial, and administrative staffs were minorities in 2003. During the same year, enrolled minority students were twice that proportion. One can conclude that students in higher education are increasingly racially representative of the nation's population, but that is not yet the case for academic faculty and college administrators.

Throughout the history of the community college movement in America, administrative leaders have predominately been white males (Dembicki, 2006; Sullivan, 2001). Until the mid-20th century, this was similar to the make-up of the community college going population. Today, however, student populations have become diverse more quickly than has college leadership. For example, in 2009 it is estimated that 36% of students are minorities (AACC, 2009), while the latest census of community college presidents found 88% of them were white (Weisman & Vaughan, 2007).

This lack of diversity is important for reasons related to community college success. The 21st-century American society and its workforce, consistent with prior predictions, are exemplified by greater gender and ethnic diversity (Langdon,

McMenamin & Krolik, 2002). The extent to which these demographic changes are well-managed will affect organizational functioning and achievement (VonBergen, Soper & Parnell, 2005). The positive relationship between leader diversity and organizational success has been described in a number of American workplace settings, including business (Roberson & Park, 2007) and academia (Winston, 2001), as well as in neighboring Canada (Krywulak & Sisco, 2008).

In 2006 the U.S. Census Bureau predicted that the single-race white population will be only slightly larger in 2050 (203.3 million) than in 2008 (199.8 million). In fact, this group is projected to comprise just 46% of the total population in 2050, down from 66% in 2008. Since the population will continue to shift from predominantly white to more racially diverse (U.S. Census Bureau, 2006), diversity in leader hiring and development approaches will be required to achieve similar results among institutional executives. Nearly two decades ago, Fjeldstad (1990) described higher education's inability to effectively help "so many people…coming from different backgrounds and with different needs" (¶ 6). These diverse students often bring unique generational, racial, and cultural characteristics along with increasing remedial education requirements, all adding to the complexity of community college leadership positions.

Responses to the Leadership Development Challenge

Despite numerous reports of an impending leadership development crisis, most community colleges have not had succession plans or leadership development programs in place during the last decade (Filan, 1999; Filan & Seagren, 2003). Although most community college leaders have been made aware of the impending shortage of leaders, at least since 2001 when the Shults report entitled, "The critical impact of impending

retirements on community college leadership" was published, relatively few institutions have developed plans of action in response (Amey & VanDerLinden, 2002; Shults, 2001; Wallin, Cameron & Sharples, 2005; Weismann & Vaughan, 2002). Even where those plans and activities exist among community colleges today, they are mostly informal. Van Dusen (2005) reported nearly two-thirds of the 209 college presidents she studied across the Southern Association of Colleges and Schools described their leadership development efforts as informal, verbally communicated, and mostly without significant documentation. As a result, the threat of a future leadership development shortfall persists as the time for a predicted wave of retirements among incumbent leaders draws closer.

One kind of response to the call for leadership development has involved the establishment and growth of private nonprofit institutes and external non-degree leadership programs. In recent decades, a number of prospective senior leaders have participated in external leadership programs such as the Executive Leadership Institute, founded in 1988 by the League for Innovation in the Community College, and The Future Leaders Institute, sponsored by the American Association of Community Colleges since 2003. The Fellows Program of the American Council on Education (ACE), started in 1965, has historically included community college representatives, with as many as one-fourth of its participants coming from community colleges (ACE, 1993). The 2009-10 cohort of ACE Fellows consisted of less than 10% of representatives from the community colleges, just one more than the number of foreign higher education participants (ACE, 2009). Despite the high quality and high esteem these programs appear to involve, they cannot provide sufficient leadership development to ensure that leaders needed at a

variety of organizational levels will be developed and available to serve at nearly 1,200 institutions.

Beyond their limited capacity, these programs are also insufficient to meet the need for leader development because their most common objective, preparing prospective presidential candidates, does little to meet the needs for leadership development across the many levels of the colleges (Korb, 2004). Another reason these national programs may not support the kind of leadership development needed by community colleges is because the programs involve participants representing many different community colleges. While leading to a valuable program experience in part due to its strengthening range of institutional representation, no national program by itself can focus on the unique characteristics the participants will face as leaders at their local community college.

Accordingly, this may limit the back home relevance and value of the training for the individual participants. Schein (2004), in writing about organizational culture and leadership, described the unique nature and critical importance of the assumptions, values, and artifacts which define an organization's leadership culture. As a result of the institutional diversity of those participating in national programs, little focus can be placed on the culture, traditions, history, and norms of the community and its college wherein individual participants work and are being prepared to lead. Therefore, the training may provide little of the institutional enculturation essential to effective leadership development recommended by the highly respected Center for Creative Leadership (Hannum, Martineau & Reinelt, 2007; McCauley & Van Velsor, 2004).

The importance of designing and implementing effective leadership development activities not just for, but also by, community colleges has been seen as vital. In the on-line report, “Leadership 2020: Recruitment, preparation, and support,” the AACC stated that these issues are reaching a critical level of importance, leading to a leadership skills gap, just as the predicted egress of staff and faculty leaders at community colleges reaches its peak (AACC, 2002). The AACC Board was so concerned about this problem that it started the Leading Forward initiative and added leadership development to its mission statement and strategic goals (Jeandron, 2006).

From research and policy think tanks we have heard a chorus of support for community college engagement in their own leader development. Several studies have indicated that the future overall success of the community college as an institution may in part depend on the level of direct, active involvement by community colleges in the development of their own potential leaders (Little, 2002; Romero, 2004). Amey and VanDerLinden (2002) have further predicted that college engagement in identifying and developing their own potential leaders will be essential to future community college success. The critical importance of acceptance by current community college leaders of their essential role in leadership development as integral to its future survival and success is becoming increasingly clear.

The importance of leadership development has also been found in reports from other industry sectors. Rothwell (2005), writing about business succession planning, described one attribute of a viable organization as its active involvement in the development of the leadership potential of competent internal candidates to replace those retiring or otherwise leaving their posts. Heeding this call could be particularly important

for community colleges because they have historically hired leaders from within their institution or from other organizations in the educational sector labor market (Evelyn, 2001; Klinger, 2001).

Harris and Brewer (2000), writing about General Electric, the foremost business example of internal leadership development, highlighted the importance of continuous development of leaders prior to the lack of sufficient replacement candidates becomes an issue. Similarly, Berke (2005) asserted that aggressive and organized leadership planning and development can prepare an organization for future success by developing leaders before a specific leadership post is identified. Unfortunately higher education has not demonstrated much use of these approaches until recent years (Carroll, 2006). In fact, Blumenstyk (2005) has asserted that higher education's greatest institutional shortcoming has been its failure to grow potential leaders within its institutions.

The significance of leadership development for organizational success has been well documented, including its importance for the future success of community colleges. We have also seen a wide-range of approaches used in an attempt to groom senior leaders and guide them on a successful career path, including some that have been sufficient and effective until very recently. However, workforce and organizational development experts have asserted that these approaches will no longer suffice as we begin to see initial evidence of the leading edge of a massive wave of retirements among community college leaders at the start of the 21st century. Unlike previous eras where candidates for top level positions would attend a national executive development program and advance through the college hierarchy, filling leadership gaps throughout the many levels and

departments of the college will require a more aggressive and comprehensive approach.

Local Community College Programs

In response to these challenges, some community colleges have launched leadership development efforts for their own campus communities. These leadership development institutes (LDIs) have been established to tap into the undeveloped and unrecognized pool of leadership talent within the institution itself. By offering these programs, colleges hope they will enhance the pipeline of leader candidates with better developed prospects ready to succeed current leaders when they vacate their posts.

Reports by Jeandron (2006) and Dembicki (2006) have documented a trend in LDI growth from only a few at the turn of the 21st century to dozens of programs. These local programs have begun to facilitate access to leadership development resources and service opportunities for a broadening population of faculty and staff. The dual purpose of the LDI was described by Stone, presenting at the annual Conference of the League for Innovation in the Community College, in a report on the Leadership Training Institute at the Houston Community College's College Without Walls. She described the program's purpose as "twofold: 1) to provide information and training for those individuals who want to grow professionally, and 2) to provide a structured program to help prepare college employees to assume leadership roles in the organization" (1995, p. 4).

Despite growing evidence of the need for new and further reaching leadership development among community colleges Van Dusen (2005) reported that few colleges had programs before 2000. Anderson's 1997 literature review described little evidence of "organized training initiatives that occur outside the normal purview of a university graduate program" (p. 31). In fact, she identified only two community college-based

LDIs, one at Salt Lake Community College and the other, a multi-campus program called Kentucky's Leadership Academy. Despite the continuing predictions of a forthcoming leadership shortfall, Dembicki (2006) found even more recently that fewer than 4% of American community colleges had campus-based programs.

While relatively few colleges have adopted LDIs, recent dissertations (Hull, 2005; Neal, 2008; Prevatte, 2006) and journal articles (Hull & Keim, 2007; Wallin, 2006; Wallin, Cameron, & Sharples, 2005) have documented an increasing interest in 'grow-your-own' initiatives, who is offering them, how they are planned and managed, and, perhaps most importantly, if they are working. Several studies have begun to answer these questions and to refine our understanding of this response to the predicted leadership quantity, quality, and diversity challenges.

Three reports, two of which came from the same data set, described the topical content which should be the focus of an LDI program's curriculum. A survey of 286 incumbent community college presidents (Hull, 2006; Hull & Keim, 2007) was conducted to contribute to the literature on leadership development programs and practices used in community colleges. The presidents were also asked to provide their views about the value, effectiveness, and need to expand LDI programs and broaden leadership development practices. Eighty-six percent of the survey respondents reported that leadership workshops and seminars were provided at their institutions, and most of these colleges had initiated some in-house leadership development activities. While nearly 70% of participating presidents expressed a belief that there is a need to expand in-house development programs, concerns about access, funding, and improving the results of current programs were also registered.

Providing a valuable resource for this proposed study, Hull (2006) and Hull and Keim (2007) identified a number of leadership development topics that community college presidents reported as the focus of their programs. Over 50% of the presidents included the following topics in their programs: team building and collaboration, institutional mission and purpose, budgeting and funding, college culture and values, emerging issues, leader ethics, and governance, including the state controlling body.

In another recent study, Prevatte (2006) used a Delphi technique to solicit the opinions from 15 directors of community college employee leadership development institutes. The purpose of her study was to determine what these experts, who had collectively run 19 campus-based leadership development programs, considered to be "important elements of a leadership development program for community college employees" (p. 2). The Prevatte (2006) study panelists initially identified a total of "74 different key fundamental elements" (p. 63) as candidates for inclusion in a community college-based LDI curriculum. Through two additional Delphi rounds, 13 elements were accepted as fundamental to a quality LDI program by 100% of the panelists.

Prevatte further reported these key elements as consistent with her literature review findings. She described six broad elements common to both the Delphi panel and the literature on LDIs, including communication, conflict resolution, decision making, developing vision, financial planning, and cultural diversity. Among the conclusions of her study were that "there was a consensus among panelists regarding key elements of a leadership development program for community college employees and these elements are consistent with current literature" (p. 83).

Two other contemporary studies focused on examining elements of the overall LDI program model, including planning, developing, delivering, and improving it. Research on 'grow-your-own programs' was conducted by the AACC in 2006 (Jeandron), with the support of the W.K. Kellogg Foundation. Growing from a study conducted by the University of Illinois, Office of Community College Research and Leadership and the AACC's Leading Forward Initiative, a sample of 23 programs were examined, including two community college district programs, five state initiatives and 16 at community colleges (Jeandron, 2006). The study examined "positive examples of how community colleges go about solving challenges they face: by creating solutions in which they combine their own internal strengths with those available in their communities" (Jeandron, 2006, p. 2).

The resulting publication, entitled "Growing your own leaders: Community colleges step-up," summarized leadership programs which concentrated on developing future college leaders from among the existing ranks of midlevel administrators and faculty through local, district, and state initiatives. Jeandron (2006) provided a summary of these programs by documenting four broad categories of activity seen in many kinds of educational program descriptions: planning, developing, delivering, and strengthening. The AACC publication she authored represented one of the most complete studies to date, and provided a number of critical treatment recommendations. The four broad programmatic activities and design considerations Jeandron (2006) reported will be combined with other reports to create a data collection and analysis framework for this study.

The other elements of the broad framework for this study were drawn from Neal's (2008) case study of the El Paso (TX) Community College leadership development program. In the course of his research, Neal developed an investigative frame of reference for defining the critical elements necessary for an effective community college-based leadership development program. He labeled the rubric he created an Analytic Platform. He described his framework as a more precise evolution of the overview of program planning, developing, delivering, and strengthening reports which appeared in the AACC's *Growing Your Own Leaders* report (Jeandron, 2006).

Based on a review of the literature, Neal (2008) selected five cornerstone or core focus areas as the basis for his Analytic Platform, including:

- Institutional commitment
- Campus climate
- Mentoring
- Program design
- Effectiveness (p.30).

He defined these cornerstones as "the outer, more general level of [program element] categorization" (2008, p. 30). Much like Jeandron (2006), Neal indicated the elements of his framework worked as parts of a coordinated whole and "the effectiveness of one depends on the effectiveness of the other" (2008, p. 30). Within each cornerstone, a number of subcomponents, 20 in all, were identified. These subcomponents were also gleaned from the literature and served to specify the structural requirements for a successful leadership development program. Neal (2008) further catalogued a number of curricular topics used at the El Paso Community College program.

Taken together, the studies by Hull (2005), Hull and Keim (2007), Prevatte (2006), Jeandron (2006), and Neal (2008), identified a number of program design components, including planning, developing, delivering, and strengthening LDI programs, as well as extensive data about program curricula. What these authors did not document was the impact of community college-based leadership development programs on the institution and program participants, including those from support functions through the executive level. Furthermore, the literature has not seen an in-depth review of the programmatic characteristics of any of these schemes, including their effectiveness in meeting the leadership development quantity, quality, and diversity challenges.

This study contributes to the understanding of LDI programs by combining elements from several studies to create a novel framework for examining these programs at several colleges. The analytical perspective for this study was built on a foundation provided by Jeandron's (2006) four core programmatic activities, planning, developing, delivering, and strengthening. More details of the essential features of these broad groupings of programmatic elements have been defined by combining the content of the program components described by Jeandron (2006) with the subcomponents of Neal's (2008) Analytic Platform to establish criteria for examining LDI programs structure. These previously researched elements resulted in a novel framework for assessing LDI programs. Three other studies, by Hull (2005), Hull and Keim (2007), and Prevatte (2006), provided extensive detail about the curricular topics preferred by community college presidents and LDI program coordinators. These elements were combined with program topics catalogued by Jeandron (2006) and Neal (2008) to develop a rubric for

reviewing the leadership curriculum of the LDI programs in this study and resulted in a .Hybrid Leadership Program Framework depicted in Figure 1.1 below.

Program Structure		**Curriculum**		**Hybrid Framework**
Jeandron's planning, developing, delivering, and strengthening elements and Neal's cornerstones and subcomponents	+	Programmatic topics suggested by Jeandron, Hull, Hull and Keim, Prevatte and Neal	=	A novel assessment framework for this study

Figure 1.1 Depiction of elements of the Hybrid Leadership Program Framework

Beyond summary data, none of the previous reports contained sufficient information to develop a comprehensive understanding across a number of LDI programs, individually or collectively. Few detailed insights to identify their best practices or present a roadmap for replication and program improvement have been provided in these studies. As a result what had been missing was an in-depth exploration of the programmatic elements, including basic assumptions, values, topics, curricula, and delivery methods. Also lacking was a description of the individual and institutional impacts, especially regarding program effectiveness in meeting the leader quantity, quality, and diversity challenges, assessments essential to planning and implementing a successful program at other community colleges.

Purpose Statement

The purpose of this study was to describe the planning, developing, delivering, and strengthening elements and individual and institutional outcomes of selected campus-

based community college employee leadership development programs. A concurrent mixed-methods approach was used to gather information about the sponsoring institutions and their programs, participants, staff, and sponsors. The intent of the research was to add to the greater body of knowledge by providing an in-depth understanding of several internal community college leadership development programs. The results of the study have implications for community college leadership development program staff, participants, and program sponsors. The findings enhance the analytical approach for understanding these programs, thereby providing guidance for improved program planning, implementation, and evaluation.

Research Questions

During the study, the following questions were examined for each of the participating community colleges:

1. What programmatic elements were included in the planning, developing, delivering, and strengthening phases of each LDI program?
2. What perceived leadership development outcomes do study participants attribute to their participation in the LDI program?
3. What perceived organizational outcomes do study participants attribute to the LDI program?
4. How did the LDI programmatic elements relate to perceived leadership development and organizational outcomes?

The research questions also served to guide comparisons across the three programs.

Significance of the Study

The importance of leadership development activities by community colleges has been seen as vital to the future of the community college movement. In addition to ensuring that quality leaders are developed, a larger number of replacement leaders will be required as well (Dembicki, 2006). Some have suggested that the development of leaders is a necessary response to the predicted out-migration of leaders due to retirements (Amey & VanDerLinden, 2002; Shults, 2001). Others have viewed the wave of retirements as creating an opportunity to develop new leaders with the desired competencies (McClenney, 2001; Neptune, 2008) and the cultural sensitivity (Hannum, Martineau & Reinelt, 2007; McCauley & Van Velsor, 2004) necessary to lead community colleges in the future. Several other studies have indicated that the future overall success of the community college as an institution may in part depend on the level of active involvement by community colleges in the development of their own potential future leaders (AACC, 2002; Amey & VanDerLinden, 2001; Little, 2002; Romero, 2004).

Research on community college leadership development approaches has a lengthy and extensive history. For example, there have been many research studies focused on desired leadership competencies and typical pathways to senior positions (Amey & VanDerLinden, 2002; Garza & Eddy, 2008; Hockaday & Puyear, 2000; Keim & Murray, 2008; Townsend & Bassoppo-Moyo, 1997; Vaughan, 1986; Weismann & Vaughan, 2002). More recently, the literature has begun to turn from a leader's attributes or career paths to labor market issues. Here the community college literature has produced reports of a dwindling pipeline of new leader candidates and the need to develop more, better,

and more diverse leaders (AACC, 2002; McClenney, 2001; Shults, 2001). So our understanding of community college leadership issues has progressed from defining and describing leader paths and traits to a focus on critical concerns for the future of the community college movement.

As perceptions of the critical nature of this leadership development challenge have unfolded, there have also been an increasing number of studies addressing how local community college leaders view this impending leadership crisis and their perceptions of the need for and appropriateness of various responses (Brown, 2001; Carlson, 2007; Korb, 2004; Montague, 2004; Neptune, 2008; Van Dusen, 2005). However, there have been only limited detailed reports of the nature, quality, and impact of efforts at the local community college level in response to this leadership crisis.

Missing from the story of community colleges' collective response to the ongoing turnover in leadership at all levels has been significant understanding of a variety internal leadership development programs. Neal (2008) suggested the next logical research steps would involve enhancements of his Analytic Platform and studies at more than a single community college. This study made significant strides toward both of those outcomes, by providing an in-depth understanding of how three colleges planned, developed, implemented, and evaluated a program for the development of their own leaders.

Delimitations of the Study

The study provides an in-depth understanding of how selected North Carolina community colleges have responded to the grow-your-own leader challenge. The following delimitations are a result of decisions made regarding the design of the study:

1. Data were collected at only three colleges and included only selected stakeholders in the programs who were willing and able to participate. Although in-depth in focus, only selected participants and staff were interviewed and only those documents deemed as important and retained by the colleges were available for examination by the researcher.
2. Since the study consisted of an examination of the leadership development programs of only three colleges in the North Carolina Community College System, generalizing the findings beyond those schools must be done with the caveat that other community colleges or systems may include different circumstances or conditions.

Limitations of the Study

Limitations, which are additional conditions which restrict the ability of the researcher to generalize the results of this study, include:

1. The voluntary nature of the participation in the study as well as the potential of the study colleges to exclude relevant documents from review limited the researcher's ability to definitively know the truth about any LDI program.
2. Measuring leader competence with the ICCD survey created several limitations. The first was the self-report nature of the instrumentation. The second limitation on the efficacy of the survey was the potential for LDI participants and their supervisors to distort the pre-LDI and post-LDI competence.

3. The final limitation was the possibility that influences on leader development other than the LDI program may have unknowingly contributed to the perceived competence reported by the survey respondents.

Assumptions

The following assumptions were made regarding this research study:

1. Responses received from the interview participants, survey respondents, and information contained in documents reviewed was reflective of the leadership development institute experiences at each of the subject colleges.
2. Current and past participants, participant supervisors, planners, and sponsors of the programs have accurately remember their perceptions of the leadership development institute program in which they were involved at the selected colleges.
3. The participants in this study have answered the interview and survey questions openly and honestly.
4. The subject colleges have provided easy and full access to documents and individuals involved in their leadership development institute.
5. The combined assessment framework, based on the reports by Hull (2005), Hull and Keim (2007), Prevatte (2006), Jeandron (2006), and Neal (2008), contained useful criteria for examining community college-based leadership development programs.
6. The study's focus on planning, developing, delivering, and strengthening was a useful way to examine the structure, organization and operation of the LDI

programs. Further, LDI coordinators and sponsors were reliable sources of LDI curriculum suggestions.

Definition of Terms

The following are definitions of key terms used throughout this study:

Community college – an institution of higher education offering associates degrees, diplomas and certificates, career and workforce development, vocational and technical training, remedial studies, and continuing education; sometimes referred to historically as junior college, or technical college (Dougherty, 1994).

Grow-your-own leader programs (GYO) – Grow-your-own programs are community college-based leadership development programs emphasizing personal growth through the development and application of leadership skills. Participants in these programs enhance their performance in their current and future positions in addition to mastering standard leadership approaches (Jeandron, 2006)

Leadership development – the act of training, informing, or educating groups or individuals in the various attitudes, behaviors, habits, and skills necessary to become effective organizational leaders (Brungardt, 1997).

Leadership development institute (LDI) – Also known as leadership development academies; leadership training and succession–planning programs created and implemented by a community college. The program focus was to assess institutional needs and identify college employees who have the potential, talent, and desire to meet those needs with additional skill enhancement. (Neal, 2008).

LDI coordinator – the person responsible for overseeing the LDI program at each community college.

LDI participant – a community college employee who completed the LDI program at their college.

LDI sponsor – the college senior leader who was responsible for initiating the development and delivery of the LDI program at their community college.

LDI participant supervisor – the college supervisor to whom the LDI participant reported directly at each community college.

North Carolina Community College System (NCCCS) - a system consisting of 58 public comprehensive community colleges.

Organization of Study

The remainder of the study was organized into four additional chapters, a bibliography and appendices. Chapter Two presents a review of the related literature on community college leadership development challenges, needs, and approaches. Chapter Three describes the research design and procedures for this research. In Chapter Four, a description of the results of the data collection, data analysis, and data integration process, along with key findings are presented. Chapter Five consists of the research summary, major findings, surprises, conclusions, implications for action, recommendations for further research, and concluding remarks. The study concludes with a bibliography and appendices.

Summary

The need for employee leadership development for community colleges has been clearly identified and leadership development institutes are an important element in a multi-faceted strategy to meet that need. Today, LDIs are providing colleges with the ability to shape their own leadership future. As part of the grow-your-own movement,

colleges LDIs have the potential to enable these institutions to continue their significant contribution to higher education. However, it is imperative that we continue to expand our understanding of these programs to ensure their effectiveness, quality, and relevance.

By developing a comprehensive understanding of community college leadership needs and identifying appropriate strategies for meeting those needs, leadership development institutes can extend the record of innovation and self-sufficiency that has defined the over 100 years of American community college history. As colleges begin to look inwardly to plan, develop, deliver, and strengthen their leadership development roles, our knowledge of how to identify the best practices in these efforts must be developed at the same time. If conducted and documented properly LDIs may evolve as the best possible way to train leaders who value and contribute effectively to achieving the college's mission.

CHAPTER TWO: REVIEW OF THE LITERATURE

Introduction

The following literature review contains a summary of the impending leadership crisis among America's community colleges, a recapitulation of the evolution of community college leadership development, and a description of the development of community college-based leadership development programs. The leadership development challenge which confronts community colleges today includes concerns about the quantity of leaders being developed as well as the kind of leadership development they are receiving in the face of dynamic occupational and organizational demands. In addition, the diversity of community college leaders, especially in terms of gender and ethnicity, is an increasing concern among those responsible for leadership development. Since the traditional leadership development approaches have been found lacking in fully meeting the size and scope of the predicted need for leadership development among America's 1,200 community colleges, there has been a growing interest in alternative approaches.

In addition to system and regional programs, many colleges have begun to initiate their own programs. There have been a number of research efforts focused on the need for local leadership development, including some which involve discussions of succession planning and its role in higher education. A number of recent studies reviewed in the following identified the critical elements for leadership development program planning and implementation. This chapter provides an examination of the evolution of

this part of the community college literature, particularly those reports which focused on the development of programmatic frameworks and recommended curricular foci.

A Leadership Crisis

Community colleges play a unique role in American higher education through their commitment to success for a diverse student population enabled by the open door approach. Now, over 100 years since Joliet Junior College was founded, 44% of America's undergraduates or 6.7 million students attend community colleges (AACC, 2009). Throughout the history of American education, community colleges have played an instrumental role (Cohen & Brawer, 2003). Their impact in opening the doors to higher education and career training are viewed as creating widespread opportunities (Sullivan, 2001). Some authorities view the community college contribution to the quality of life in American communities as greater than any other type of educational institution (Alfred, 2000/2001).

However, as the value and importance of community colleges in our society continue to expand, they are faced with an unprecedented turnover of leaders at all levels. Several factors have been depicted as converging to create a critical need for leadership development efforts in community colleges today. These influences include a surge in leader retirements, a shortfall in formal preparation programs, the increasing complexity of the community college leadership roles, and continuing changes in the communities served by these colleges (Brown, Martinez & Daniel, 2002; Dasenbrock, 2002; Dembicki, 2006; Klinger, 2001; Romero, 2004; Shults, 2001; Wallin, 2002). Together these factors have led to concerns about leader quantity, quality, and diversity.

Societal Trends and the Aging of the Workforce

Just as the size and contributions of the baby boom generation, comprised of people born between 1946 and 1964, was historically incomparable; their aging has created conditions that have never been faced in American society (Morgan, 1998; Nyce, 2007; Sincavage, 2004). The baby boomers are aging rapidly. For example just three decades ago, only 11% of the U.S. population was over 65. Today that figure is nearly 13% and is predicted to rise to 20% or more by 2020 (Doyle, 2008). This rapid pace is a demonstration of the greatest acceleration in the aging of the U.S. population that has ever occurred (Sugar, Pruitt, Anstee, & Harris, 2005).

There are a number of predicted changes in the size and composition of the workforce as a result of the aging of the baby boom generation. Their arrival in large numbers at the retirement ages of 62-65, baby boomers have begun to start a change in the age composition of the workforce (Pitt-Catsouphes, 2007). The effects of this age wave on the economy will include a tightening labor market, “especially in occupations with functions less conducive to technology-driven productivity innovations – many of the jobs in health services and educational services” (Dohm, 2000, p. 17). Also described as an elder boom, this phenomenon has been predicted to involve the reversal of the labor surplus seen for the last twenty-five years (Ellwood, 2003; Nyce, 2007). Projections by the U.S. Bureau of Labor Statistics indicate that the proportion of our population in the prime labor force group aged 25-54 will decrease for at least the next two decades (Fullerton & Toossi, 2001). Important to the focus of this study, Dohm (2000) further predicted a negative impact of this aging wave on important societal institutions, including education. He warned that poor service and unmet needs could result unless

other sources of critical workers and their leaders can be identified or developed, concerns which are likely to be relevant for community colleges.

The aging population is changing the workforce demographics and these changes when seen in the context of the importance of attracting and retaining employees are issues that will affect the workforce across a wide range of our society (Tucker, Kao, & Verma, 2005). For example, Rothwell (2005) indicated that organizations throughout the United States, in public and private workforce sectors, are likely to lose nearly 50% of their senior executives in the first decade of the 21st century. The wave of retirements will continue well beyond the first few years of the new century. Sampath (2006) points to a higher probability of retirements into the second decade of the 21st century: "According to the Bureau of Labor Statistics, between 2002 and 2012, growth in available workers aged 16 to 44 will lag that of workers aged 45 and older across all industries in the U.S. This labor shortfall is further aggravated by the impending retirement of those in older age groups, namely Baby Boomers and remaining Veterans" (p. 2).

According to Dychtwald, Erickson, and Morison, (2004) during the next 15 years, 80% of the native-born workforce growth in North America--and even more in much of Western Europe--is going to be in the over-50 age cohort. When these mature workers begin to retire, there won't be nearly enough young people entering the workforce to fully compensate.

Impact on Community Colleges

Higher education institutions, including community colleges, are not immune from the impacts of these society-wide trends. Shults (2001) predicted that approximately

50%, or over 600 community college presidents, planned to retire by the middle of the first decade of the new century, just after the first centennial of the community college movement was celebrated. Other published reports have echoed this report, estimating that more than half of the community college presidents serving in 2001 anticipated retiring before the end of the current decade (McClenney, 2001). As a result, leadership at all community colleges levels has begun to retire, creating an unprecedented wave of turnover, leadership transition, and opportunity (AACC, 2002; Shults, 2001). In addition, the results of these labor market changes have led to a critical leadership succession challenge among community colleges.

The year after the Shults (2001) report, the American Association of Community Colleges (2002) predicted an even more extreme turnover, reporting that by 2012 nearly 80% of America's 1,200 community colleges would have to find replacements for their presidents. In *The Community College Presidency:2006*, Weisman and Vaughan (2007) recounted the increasing frequency of presidents expressing their intention to retire within 10 years, rising from 68% in 1996 to 84% in 2006. Reported in 2008 in the Community College Times, the results of a more recent AACC survey reported that 24% of presidents polled plan to retire within the next three years, another 32% plan to retire in the next four to six years, and 28% more plan to retire in seven to 10 years (Chappell, 2008, ¶ 6). Reports have consistently outlined the potential impact of the age wave on the face of community college leadership.

Speaking at the second Leading Forward Summit, George Boggs, President and CEO of the American Association of Community Colleges, described the likely nature and impact of these retirements in some detail. He emphasized the likely challenges

resulting from the massive wave of turnover among presidents and top administrators at America's community colleges when he estimated "that 700 new community college presidents, 1,800 new upper-level administrators and 30,000 new faculty members will be needed" to replace those retiring (AACC, 2004).

No longer just a prediction, initial signs of this retirement wave in colleges have begun to appear throughout the country. For example, the average age of sitting presidents has risen from under 52 years in 1984 when the College Leadership Study was first conducted to 58 years in 2006 (Weisman & Vaughan, 2007). States are also beginning to report retirement-related turnover. For example, California's community colleges started 2007 with "22 of the state's 109 two-year colleges…looking for presidents, and 28 [starting] the academic year with a new person at the helm" (Ashburn, 2007, ¶ 4). The Chronicle of Higher Education also reported on California in 2009 that the California Community Colleges System has averaged about 40 openings per year for the past three years, with about 15 of those presidential openings carrying over a year or more (Moser, 2008). In North Carolina as well, the retirements have become evident. During the four year period between fall of 2004 and fall of 2008, a college president announced their retirement every 10 weeks on average and the head of the State system announced his retirement as well (NCCCS, 2008).

As evidenced by the foregoing, a leadership succession crisis has emerged in the past decade with many senior community leaders fast approaching retirement (McClenney, 2001). The American Association of Community Colleges (2002) has predicted that nearly 70% of community colleges would need to replace their presidents by 2012. A further confirmation of this anticipated shortage of leaders was reported by

McClenney (2001) who described anticipated retirements consisting of “one fourth or more of …chief administrators” and “at least one-fourth of …faculty” (p. 24) during the next few years. Recent data reported by Van Dusen (2005) added additional reinforcement for this prediction on a regional basis when she reported that nearly two-thirds of 203 incumbent Southern Association of Colleges and Schools community college presidents planned to retire by 2011.

Increasing Complexity of Leadership Challenges

Further compounding the impacts of these retirements, expectations of community college leaders have continued to expand. The leaders at the start of the second century for the American community college movement would face more complex institutions and leading them would “demand a greater range of skills” (Romero, 2004, p. 31). Another requirement for future community college leaders would be the ability to respond effectively to the dynamics of society, the institution, and the higher education environment. While leaders are expected to demonstrate qualities like courage, vision and commitment, Goff (2003) noted that very few leaders have every trait or exhibit every behavior required to be completely successful. Goff (2002) had earlier acknowledged that there is a long list of leadership knowledge, skills and attitudes needed by community college presidents in order to achieve success. He also concluded that a community college leader is not likely to possess all of these skills required, and even if they did, that would not by itself ensure success for the leader. He contended that leading is often more of an art than a science. In order to respond to the changing demands of leadership positions, Goff (2003) noted that a community college leader must

demonstrate agility beyond the preparation received through training, experience, or self-study.

If anything, the pace of change has accelerated in recent years, within society at-large and certainly among community colleges. Writing over a decade ago, Pierce and Pedersen (1997) identified three critical qualities for leader success in such an increasingly dynamic climate. Those three characteristics are: 1) personal adaptability, or the ability to comfortably navigate the relationships with various constituencies and stakeholders and to effectively respond to rapid and continuing changes in student demographics; (2) flexibility, described as the ability to find common ground and build consensus with numerous stakeholders; and (3) sound judgment, which requires both the skill to listen to a wide range of ideas and perspectives, to harvest critical elements from the dialogue, and, from that information, to develop a mutually supportable plan of action.

Another characteristic which supports the need for local leader development efforts is the requirement to apply these skills in the context of the institution where they serve. For example, Cohen and Brawer (2003) indicated that community college presidents must have a basic understanding of the economy, student demographics, and community attitudes toward their institution in particular and higher education in general. In addition, organizational development and leadership and management restructuring are tasks confronting many community college leaders in order to meet the needs of their constituents (Goff, 2002). In order to accomplish this, Goff (2002) asserted that presidents must conduct regular self-assessments of their leadership traits and skills, and then capitalize on them to improve their institution.

Concerns about Leader Quality

There are other developments which are compounding the predicted shortage of future community college leaders, including concerns about potential deficits in leader quality, including capacity, caliber and fit. Evidence of changes in the intensity and type of demands being placed on community college leaders is among the reported complicating challenges facing colleges and their leaders (Sullivan, 2001). There are also manifestations of additional requirements to understand and deploy technology and to effectively resolve student, faculty and community issues fraught with ambiguity. Shults (2001) has also cited the need to act more entrepreneurially, adding to the breadth and complexity of expectations for new leaders. This increased complexity is not new, as evidenced by Vaughan's comments in 1989, (cited in Pope & Miller, 2005) describing the contemporary college president is part public relations officer, part fundraiser, part human resources manager, and part accountant. However, the pace of change and the intensity of demands continue to escalate (Piland & Wolf, 2003).

The impact of leader retirements points to potential shortages, compounded changes in the leadership environment amid reports of expanding and more complex expectations. Leaders are now challenged to treat students as clients, create commercial-like service delivery systems, and develop and maintain broader external alliances (Dasenbrock, 2002; Silvey, 2002). In a study of the perceptions of community college presidents in Georgia, North Carolina and South Carolina regarding the skills needed to be an effective leader, Wallin (2002) reported the need for advanced budget and fiscal management skills as paramount to their success. This is understandable as state funding has diminished over the past decades, increasing pressure on leaders regarding their

handling of tuition and fees charged to students (Paulsen & Smart, 2001). There are also several reports that community college leadership positions are less desirable than they had been in past eras (Amey & VanDerLinden, 2002; Boggs, 2003; Piland & Wolf, 2003).

Diversity in Higher Education

The relative lack of diversity among leaders and leader candidates creates an additional challenge for community colleges at the dawn of the 21st century. Sullivan (2001) documented that administrators have predominately been white males throughout the history of the community college movement in America and reported that the second generation of presidents did not differ far from that norm. Since today's student populations have become more diverse, this has become more of an issue than when the make-up of the community college going population was primarily Caucasian as was the case in the middle of the 20th century. Now, there is nearly twice the proportion of non-white students in community colleges than presidents (Weisman & Vaughan, 2002). In contrast to the advances in female leader representation, the ethnic diversity of presidents has shown only limited improvement from 17.4% in 2004 (Blount and Associates, Inc. & Lindley, 2005) to 19.2% in 2006 (Larson, C., 2007).

Female presidents have increased steadily from 11% in 1998 (Vaughan & Weisman), to 27% just after the turn of the century (Amey & VanDerLinden, 2002) to 29% in the latest AACC Career and Lifestyle Survey (Weisman & Vaughan, 2007). Despite these historic advances the rate of increase has slowed recently and females continue to be underrepresented when compared to the student body, which is over 50%

female (Knapp, Kelly-Reid, Whitmore, & Miller, 2007), and the proportion of female faculty, which is less than one-half of the total (VanDerLinden, 2005).

American society and its workforce in the 21st century, consistent with prior predictions, are exemplified by greater gender and ethnic diversity (Langdon, McMenamin & Krolik, 2002). However, the need to enhance the ethnic and gender diversity of community college leadership goes beyond equity and representation to reasons related to community college success. Research data had begun to be reported that related diversity to organizational success. For example, VonBergen, Soper, and Parnell (2005) concluded that the extent to which these demographic changes are well-managed will affect organizational functioning and achievement. The positive relationship between leader diversity and organizational success has also been reported in a number of American workplace settings, including American business (Roberson & Park, 2007) and academia (Winston, 2001), as well as in neighboring Canada (Krywulak & Sisco, 2008).

Higher education leadership as a whole has not kept up with the increased diversity in the student population and the population as a whole. In a 2006 publication (DOE, 2006), the U.S. Department of Education reported that just 15% of U.S. faculty in colleges and universities were minorities. The executive, managerial, and administrative staffs were about 17% minorities in the same study. In contrast, during the same year, more than twice the proportion of enrolled students was non-white. One obvious conclusion is that students in higher education are much more racially representative of the nation’s population, which is not the case for academic faculty and college administrators.

The population changes predicted for the next few decades will make the task of changing the face of leadership even more daunting. The U.S. Census Bureau (2006) has predicted that the single-race white population will be only slightly larger in 2050 (203.3 million) than in 2008 (199.8 million). Single-race whites are projected to comprise just 46% of the total population in 2050, down from 66% in 2008. This change is upon us, but the importance of the need for leadership change has been trumpeted for years. Nearly two decades ago, Fjeldstad (1990) described higher education's inability to effectively help "so many people…coming from different backgrounds and with different needs" (¶ 6). Adding to the complexity of community college leadership position requirements, these diverse students often bring unique generational, racial and cultural characteristics along with increasing remedial education requirements. Since the population will continue to shift from predominantly white to more racially diverse (U.S. Census Bureau, 2006), leader hiring and development approaches must focus more on achieving a more diverse population.

Overview of Community College Leadership

Sullivan (2001) has described the sequence of four generations of community college leaders since the first junior college, Joliet Junior College, was established in 1901 (Boone, 1997, p. 2). The four generations of leaders identified by Sullivan include (a) *founding fathers* or those who established this new form of more accessible higher education, (b) *good managers*, the leaders who were responsible for the rapid growth of the community colleges during the middle decades of the 20th century, (c) *collaborators*, responsible stewards of resources and relationships, who consolidated and solidified open

access and community support, and (d) the current generation, unnamed thus far, who are just becoming prominent.

The new and democratic form of higher education found in community colleges was first led by the group Sullivan (2001) labeled as founding fathers. As a group, they established the open door values which would guide the founding and growth of community colleges. Many of these leaders were driven to their college leadership roles as part of a social justice movement (Mellow & Heelan, 2008).

The first two generations described by Sullivan (2001) were demographically similar, mostly married, white, male, and typically in their 50s during their tenure as presidents. Their leadership styles reflected the traditional autocratic models prominent in the military and industry, both dominant sectors during their ascendancy. Unlike the *founding fathers,* who had fewer resources to work with, the second generation, called the *good leaders*, developed the community college institutions into large bureaucracies and increased the community college physical plants and funding base. These two generations of leaders, both of whom generally shared a traditional leadership style, steered their community colleges through a period of founding struggle to achieve unprecedented growth and widespread community support. According to Sullivan (2001), most of this group had handed off their leadership mantle to a third generation before we ended the 20th century.

The third group, *collaborators,* began to exhibit different demographic characteristics than their two predecessor groups (Sullivan, 2001). Diversity, evident much earlier in many of the student bodies, had begun to creep into the senior leader echelons of many community colleges by this time. Sullivan (2001) reported that nearly

one quarter of college presidents in this group were female and over 10% were minorities. This growth in the representation of both women and minority leaders included many who continue to serve into the 21st century (Weisman & Vaughan, 2002).

These leaders often began their presidencies in their 40s, and had prior experience in social action movements around issues of war and peace, gender rights, and civil liberties. Sullivan (2001) indicated it was these experiences that fostered their collaborative style. A reflection of the higher education environment when they served, the third generation of leaders differed from the first two. True to their name they labored in a collaborative environment building both internal and external partnerships (Goff, 2002). They were able to make higher education available more universally by drawing seemingly disparate groups together (Sullivan, 2001).

The academic preparation of the *collaborator* presidents was also different from many of their predecessors who had earned degrees in traditional liberal arts fields and began their careers in high school or college teaching. Sullivan (2001) found in contrast "…many have earned advanced degrees in higher education or administration. Many have also prepared for leadership roles through professional development programs" specifically designed to foster advancement in higher education careers (p. 562). This group was the first cohort of community college leaders who recognized a need for advanced degree programs of leadership development specifically aimed at community college careerists (Shults, 2001).

The fourth generation, unnamed by Sullivan (2001), was emerging during a time of increasing challenge. They are demographically similar to the third group (Ross & Green, 2000). However, they were still in grade school when the civil rights and anti-war

movements, which influenced their predecessors, were fully active. They are technologically savvy and their collaborations bring education and business/industry together, demonstrating their emphasis on "workforce development rather than social justice" (Sullivan, 2001, p. 570). More than any other generation of community college leaders, they have experienced intentional training for top leadership positions.

The Evolving Need for Leadership Development

Weisman and Vaughan (2007) projected that over half of the presidents currently serving in America's community colleges will retire by 2012. George Boggs, Chief Executive Officer of the AACC, described the current leadership turnover as "the most significant transition in leadership in the history of America's community colleges" (AACC, 2003, p. 15). Because most of their likely replacements, top administrators, will also be retiring there is a need for leadership development at all levels (Amy & VanDerLinden, 2002). Boggs (2003) described this situation as providing both challenges and opportunities to prepare the next generation of community college leaders.

Hull (2005) asserted that "No one disputes the fact that there is a definite need to provide ongoing, organized leadership development opportunities to existing and new community college…administrators" (p. 78). Furthermore, Amey and VanDerLinden (2002) described a need for community college leadership programs that would ensure success for current and future leaders. The more pressing question seems to focus on defining the best way to provide for professional development activities to meet those needs. One answer, found in Little (2002), reinforces the existence of this need by calling on community college boards of trustees to support opportunities for training and

advancement for the next generation of leaders. He urged community colleges to “sow their own future leaders” (p. 33).

Requirements for Future Community College Leaders

Bensimon and Neumann (1993) described the changing needs and complexity of responsibilities within higher education leadership. They asserted that leadership in the educational environment was more ambiguous as well as different from and more complex than private sector leadership. Shults (2001) described new desirable leadership skills, including “an even more entrepreneurial spirit, a greater command of technology, and a more adaptive approach than presidents need today” (p. 8). More recently, Hull (2005) stated that “the community college is a somewhat unique institution that requires leadership skills and abilities specific to its nature” (p. 25).

Amey and VanDerLinden (2002) suggest that a significant factor in the future success of contemporary community colleges may relate to the level of their active engagement in the identification, recruitment, and development of their own potential future leaders. They further asserted that future leaders must possess an in-depth understanding of the culture of their institution in addition to the skills and knowledge necessary to successfully lead their college.

In addition to their collegiate preparation and continuing professional and trades education roles, community colleges have responsibilities spanning developmental education and remedial skills programs as well as business training contracts and special interest offerings. Romero (2004) has defined the increasingly complex community college leadership development challenge in this way: “What is needed, however, are programs that specifically address how these skills, competencies, and behaviors can be

applied to the unique community college environments" (p. 4). As a result community college leaders need theoretical skills paired with the practical abilities, the latter of which can only come from experience in the delivery setting.

Five recent dissertations reported in Hull (2005) described leadership attributes and skills in comparison with approaches used to develop leaders. A common theme reported recommendations for enhancing the relevance of leader development programs to the reality of leadership practice. Hull also observed that the skills useful to past community college leaders may not be the same as those needed by future community college leaders. These converging influences have created an unprecedented challenge: how to prepare the unnamed fourth generation of community college presidents and senior administrators and their successors (Sullivan, 2001).

The American Association for Community Colleges has described the need for developing a "leadership pipeline" within the community college environment (AACC, 2002). They suggested the need to include in such a resource the ability to identify potential leaders and the capacity to develop them within the institution itself. Until recently, few colleges had developed the capacity to do either of these tasks. As a result, most community colleges are inadequately prepared to do their part in meeting future leadership succession needs.

Community College Leadership Development Challenges

There has been a diversity of opinion regarding the leadership traits and skills needed to be a community college leader. McFarlin, Crittenden, and Ebbers (1999) identified nine common factors that contribute to the development of exemplary community college leaders:

- Possession of an earned doctorate
- The specific study of community college leadership as an academic major
- An active personal research and publication agenda
- Preparation as a change agent
- Previous career position
- Relationship with a mentor
- Development of a peer network
- Previous participation in a leadership preparation activity
- Knowledge of technology (p. 20)

In a 2001 AACC survey, (Shults, 2001) community college presidents were asked to suggest the most important skills for future leaders. The most frequent responses were abilities in forging partnerships, improving and maintaining relationships within and outside the college, developing a clear vision, as well as excellent communication skills, political savvy, and adaptability (Boggs, 2003). Several years later the AACC Board Task Force on Leadership Development (Amey, 2006) identified the following essential leadership skills: understanding and implementing the community college mission, effective advocacy skills, administrative skills, and community and economic development skills; as well as personal, interpersonal, and transformational skills.

Fulton-Calkins and Milling (2005) suggested nine essential skills as being critical for community college leaders in 2010 and beyond. These essential skills for future leaders were:

- Learning from the past while embracing the future
- Enriching the inward journey

- Leading from the center: values
- Make the connections: vision
- Looking broadly for talent
- Providing continuous leadership learning opportunities through succession planning
- Keeping faculty in the mix
- Forging business and industry connections
- Keeping students in mind: preparing the future workforce (p. 233).

There was also evidence that faculty and presidents have different perceptions of the skills essential to lead a community college. Pope and Miller (2005) researched such a notion. They asked study participants to identify if items in a listing of leader skills were perceived to be relevant to a president. Then they asked how helpful experience in a faculty senate leadership post was in developing the skill needed by a community college president. Over 80% of the responding faculty senate leaders identified just three skills to be important for a community college president: education values, oral communication skills, and problem-analysis skills. The presidents polled perceived many more skills, eight in total, to be important: stress tolerance, problem analysis, personal motivation, organizational ability, written communication, educational values, oral communication, and judgment. When combined, there were four skills identified by both as relevant and important: problem analysis, education values, oral communication, and personal motivation. Similarly, Hockaday and Puyear (2000) identified nine traits of effective community college leadership in the 21st century: vision, integrity, confidence, courage,

technical knowledge, ability to collaborate, persistence, good judgment, and desire to lead.

Ensuring Effective Leader Succession

The well-documented need for leadership development in community colleges has resulted in a growing discussion of leadership development-related topics, including succession planning **(**Fulton-Calkins & Milling, 2005). Although not typically formally labeled as part of a succession management system as such, Pope and Miller (2005) have suggested that colleges possess the tools and experiences required to develop their own leadership pipelines. Similarly, a number of recent studies have focused on identification of the leadership competencies and skills required to be an effective community college leader (Hull, 2005; Sharples, 2002; Van Dusen, 2005). Others have focused on the variety of activities designed to enhance leadership effectiveness (Montague, 2004). All of these scholars as well as leading community college organizations (AACC, 2002) have strongly suggested the critical importance of responding to the predicted shortage of leaders, occurring largely as a result of the impending retirements of a generation of community college leaders. Relatively few of these studies have examined the application of business strategies for human resource development, especially succession planning and management, as an alternative approach to needed leadership development.

The many calls for leadership development in community colleges to address the impending leadership crisis have included proposals for expanding community college graduate programs at universities, establishing a clearinghouse for qualified candidates and positions, and developing new short term in-house leadership programs. (AACC, 2002; Amey & VanDerLinden, 2002; Amey, VanDerLinden & Brown, 2002;

McClenney, 2001; Shults, 2001; Wallin, 2007). McClenney (2001) also suggested that community colleges go further toward a leadership succession planning and management model in order to identify and develop potential community college leaders.

Colleges have historically been willing to hire from within their institution or from among the current pool of community college leaders. Shults (2001) reported the most new senior leaders in the past have been from among current community college presidents, provosts, and senior academic officers. Nearly a quarter of new presidents studied were promoted to the presidency from within their institution and an additional 66% came from other community colleges (Amey & VanDerLinden, 2002). Studies of some community college leadership positions have shown an even greater likelihood of hiring from within, thereby supporting the potential value of in-house planning and leadership development. For example, chief academic officers were more likely to be promoted from within their institution (52%) than to be hired from another community college (Shults, 2001).

For this discussion, succession planning was defined as "an organizational activity designed to promote continuity of leadership by preparing future generations of executives" (Hall & Seibert, 1992, p. 255). In discussing this topic, Rothwell (2005) has identified 13 "Reasons for a Succession Planning and Management Program," (pp. 20-30), nine of which are particularly relevant to the ongoing growth of the higher education sector:

1. Contribute to implementing the organization's strategic business plans
2. Identify "replacement needs" as a means of targeting necessary training, employee education, and employee development

3. Increase the talent pool of promotable employees
4. Provide increased opportunities of “high potential” workers
5. Tap the potential for intellectual capital in the organization
6. Help individuals realize their career plans within the organization
7. Encourage the advancement of diverse groups
8. Improve employee morale
9. Improve employees’ ability to respond to changing environmental demands.

In the business sector, successful enterprises often plan for leadership transitions by deliberately structuring training and work experiences to improve their potential leader’s skills (Kotter, 1988; McCall, Lombardo & Morrison, 1988; Tichy, 2002). Other reported approaches to leader development have focused on the importance of succession planning and the use of developmental job experiences to prepare them for likely future roles as potential leaders (Day, 2000; Zemke & Zemke, 2001). Greengard (2001) has made the case for an increasing need for and involvement in succession planning among leading companies, a finding also supported by Rothwell’s (2005) recent work.

Effective succession planning as defined by Rothwell (2005) includes the identification of future organizational needs and systematic succession activities that can have an impact on all employees. The process of succession planning itself may spawn an increase in leadership aspirations among people throughout the organization (Lacey, 2001). Effective succession planning should be centered on matching the organization’s mission with the individuals whose attributes are best suited to execute organizational strategies. Caudron (1999) asserted that succession planning must be strategically driven and not simply focused on new leader identification. By matching the talents and

personalities of individuals with job requirements, organizations could increase the effectiveness of their recruiting and hiring practices toward targeted deficiencies in addition to maximizing the development and retention of essential personnel (Zeiss, 2004).

The future value of leadership development programs and succession plans has been seen in the potential to identify and address skill deficiencies (Fulmer & Conger, 2004). The orientation or perspective chosen as the focal point for succession planning can also be critical in achieving desired results. For example, Rodriguez (2004) described the importance of choosing a future orientation to ensure the development of "leaders with a forward-looking vision" (p. 41). An additional benefit of formal succession planning identified by Rodriguez (2004) describes the elevation of the job from routine to developmental as a result of the attention paid to the employee. Greater employee enthusiasm and increased contributions to the overall enterprise have been documented as welcome but unanticipated impacts of succession planning.

Lewis (2000) suggests incorporating practical and financial aspects of the organization's future in the succession program. In addition, Shults (2001) has indicated that a key to a successful professional development program involves providing the participants with opportunities to develop and apply new skills. Miller (2005) further suggests several potential benefits from succession programs, including improved morale and productivity, and better employee retention. Moreover, Wallin (2007) argues that a succession planning program can provide a range of benefits in higher education. Despite the potential that participants in succession planning activities might, as a result of their participation, qualify and be recruited away to a position in another institution, succession

planning can preserve institutional memory, minimize disruptions attendant to leadership change, and make better use of talents within the organization. Arnone (2006) discusses the business case for practices that help employers best manage an aging workforce, including succession planning. He specifically notes the importance of transmission of business wisdom to the next generation of organizational leaders. Ensuring workforce responsiveness to organizational change has also been identified as a benefit of succession planning (Stevens, 1996).

Succession in Higher Education

Succession planning, a proven strategy in the business environment has been infrequently applied in higher education. In its publication *The Presidency*, the American Council on Education (ACE) (2006) has asserted that succession planning works effectively, even at sub-presidential levels of an institution. The authors encourage institutional leaders to assist senior administrators in acquiring more skills and knowledge for both present and future positions. More recently, the ACE study *On the Pathway to the Presidency* (King & Gomez, 2008), stated that "succession planning can be an important institutional strategy for enhancing the diversity of campus leadership" (p. 15), as indicated by the number of senior administrators promoted to their current positions internally.

Murray (2002) identified two programmatic design flaws which appear to plague in-house professional development programs offered by community colleges: the programs are typically not well-connected to the institution's strategic plan, and the effectiveness of the program is rarely assessed. In addition to making these linkages to organizational goals, he also asserts that successful professional development programs should be tied to the organizational reward system.

Community colleges typically do not have the personnel selection flexibility enjoyed by many for-profit enterprises. However, the critical importance of an aggressive response by community colleges to the wave of leadership retirements cannot be stalled by this limitation. In describing the commercial sector, Greengard (2001) reported on the inclusion of succession planning and talent assessment as a "best practice" in many organizations in the wake of the tragic events of September 11, 2001 and newly perceived collective vulnerability. While community colleges may not be experiencing rapid personnel loss such as that from a terrorist attack, Prigge (2004) argues that "the impending retirements will be (just as) devastating to the leadership of our organizations without a succession plan in place" (p. 49). Filan (1999) also reported that many community colleges do not have succession and leadership development plans in place but are interested in developing them in light of the increasing difficulties they have faced in filling vacant positions.

There appear to be lessons to be learned for higher education from an application of the succession planning best practices from the business setting. Geller (2004) suggested that increased job satisfaction, compensation and recognition can be critical considerations for many workers in these programs. However, the nature of the work focus, climate, rules, and norms are often different in higher education when compared to business. In business, promotion from within has long been practiced as part of the process of succession planning (Rothwell, 2005). However, this traditional model of succession planning practiced in the business environment has been viewed by some as inappropriate for application in higher education.

Community college leaders must then ask how they can prepare their employees for a fair promotion journey and to take advantage of the benefits of succession planning. Hirsh (2000) suggests a "devolved" model for succession planning as one solution. A devolved model of succession planning, also referred to as a leadership development model, differs from traditional succession planning in several ways. Geller (2004) describes the critical difference in the devolved approach as follows: "Instead of selecting individuals and grooming them for specific jobs, the organization may select teams or groups of professionals and give them the training necessary to compete for whatever jobs may become available in the future" (p. 31).

Van Dusen (2005) has documented a difference in the identification and development of potential leaders among community college presidents. Presidents with less than 10 years of service were "far more actively engaged in identifying potential future leaders" (p. 84) than were presidents with more than 10 years of service. A majority of the 203 colleges which participated in her study claimed to be involved in some form of succession planning. However, the vast majority of those who indicated succession planning was underway at their institutions also described their efforts as largely informal. Informal was described as largely verbally communicated and involving only a few, select employees. She also suggested her study "further substantiates previous findings of the minimal attention being paid to higher education succession planning and the lack of knowledge employees have of the plan in their institution" (Amey, 2004; Amey & VanDerLinden, 2002, p. 95). Van Dusen (2002) found strong support for future succession planning efforts among those presidents participating in her study who had been previously identified as a potential future leader in a succession plan.

Even with these endorsements and a compelling consensus regarding the growing exodus of community college executives, higher education appears to be poorly prepared to address succession issues. The haphazard handling of succession programs and the failure to provide access to professional development resources to those who could benefit most were hallmarks of many programs in higher education (Amey, 2004; Amey & VanDerLinden, 2002). Despite its underutilization in higher education, succession planning, when appropriately conceived and managed, has an opportunity to help these institutions successfully transition into the future. Prigge (2004) asserted that succession plans will be increasingly important for community colleges facing a surge in retirements and a dwindling supply of future candidates.

Van Dusen (2005) has identified the importance and potential value of succession planning in her study among Southern Association of Colleges and Schools community college presidents:

> Succession planning is one method by which higher education can address the impending mass exodus being brought about by the retirement of its leaders. However, succession planning has remained an underutilized process of retaining potential leaders and of linking an institution's mission with the individuals fundamentally equipped to execute its strategies. Developing successors has been noted to be highly emotional, however, formalizing the process has been shown to neutralize sensitive issues while infusing employee enthusiasm and increasing institutional morale and productivity. (p. 39).

Community college leaders have successfully charted a course for their institutions which has resulted in an educational resource accessible to increasing

numbers of Americans seeking to learn a skill, enhancing their marketability or preparing for further formal education. The challenges facing colleges as they look for the next generation of leaders include demographically-driven unprecedented numbers of retirements, fewer formally prepared leaders, and increasing complexity in the leadership responsibilities required of community college executives.

A variety of strategies for leadership development have been implemented to meet these challenges. Some success has been experienced in formal graduate education, state or system-wide programs, national public and non-profit institutes and workshops, and community college-based strategies, mostly over the past decade. However, the collective response from these efforts has not provided a sufficiently increased flow of well-prepared new leaders to meet the institutions' needs.

Succession planning has long been a valued and successful practice within the corporate world (Bridges, Eckel, Cordova, & White, 2008) although it has gained increasing popularity in discussions among community college researchers and leaders only recently (Fulton-Calkins & Milling, 2005). Increased use of the strategy, even in a devolved model to fit community college realities, should receive increased interest and leader support. As a result, colleges can actively engage in a strategy to ensure the availability of a qualified pool of potential leaders well into the future.

Fulton-Calkins and Milling (2005) asserted that community colleges can successfully prepare new leaders to deal with a complex and changing world by following several steps:

- Develop a vision that looks to the future and the challenges that will exist.

- Review existing long-term goals in terms of employee diversity and types of programs and services.
- Develop a broadly structured succession planning process that includes all levels — not just those at the top.
- Critically examine the organizational culture to determine what is required to succeed.
- Recognize leadership attributes and skills needed for the future.
- Review ongoing leadership programs that exist within the organization.
- Involve the board of trustees at the appropriate level. (p. 243)

Leader Labor Markets

Most senior community college leaders, particularly presidents, have found the path to their post in one of three ways according to Miller and Pope (2005). Described as the internal market, the traditional route for presidents to achieve their senior position is by working their way up through the ranks of the community college administrative systems. Typically they began working as a faculty member and through subsequent roles as department chair, division dean, or academic vice president position, before they were selected for a college presidency. The second career path for community college presidents is through a career in business and industry. These individuals are often attractive to Board selection committees because they are perceived as bringing a “fresh or unfiltered vision of academic politics” (p. 749) to the presidency.

The third career pathway Miller and Pope (2005) described was via the public, nonprofit route, including educational organizations and the K-12 educational environment. This latter approach is often seen as more attractive than the business and

industry path because these professionals have experience with the educational system and can demonstrate an understanding of how the different parts of the total education puzzle fit together. The most popular of these paths is the first, according to Amey, VanDerLinden, and Brown (2002), who declared that presidential search committees are more likely to hire presidents with extensive previous experience, including other community college presidencies. Miller and Pope (2005) describe a rationale for this position by suggesting that the candidates from the business and industry and nonprofit paths often lack a strong sense of the importance of higher education academic governance and institutional integrity valued by and sought in the community college world.

Writing in the *Chronicle of Higher Education*, Vaughan (2004) expressed concern about "far too much inbreeding at the presidential level" (p. B14) citing the high percentage of presidents coming from within the community college ranks. While he lamented the in-breeding Vaughan also encouraged presidents to become more engaged in identifying faculty members and administrators for possible promotion to vice president or other high administrator positions.

Leadership Development in Community Colleges

In 2003, Miller and Pope asserted that it was critical for community colleges to have effective leadership in order to be successful. They identified several ways in which this strong leadership could be assured by describing career paths they might pursue. The most relevant pathway to the focus of this study is the "self-generation" of leaders from within the college itself. Historically, this has generally been accomplished when talented faculty move into management and administrative positions. Because of the retirements

at all levels of the college structure, this on the job training approach will not work as well as it has in past decades. Amey and VanDerLinden (2002) have suggested that community colleges must provide training programs for qualified and willing individuals to fill the increasing number of leadership posts expected in the early decades of the 21st century.

Montague (2004) has identified an increasing variety and number of leadership development programs available for higher education professionals. Kim (2003) described a sample of non-degree and degree programs currently offered to administrators, staff, and faculty in community college leadership. Until recently, the most common leadership development programs were external to the community college and were provided by university graduate departments, national or regional institutes, or at conferences, conventions or targeted workshops.

Graduate Programs

The American Association of Community Colleges web site lists over 100 programs offering a graduate degree in higher education leadership, 54 of which specialized in community college leadership. Despite the proliferation of programs, critical leadership development needs often remain unmet (Brown, Martinez & Daniel, 2002). The authors polled 128 community college instructional leaders who rated forty-eight leadership skill areas in ten different categories. Their study identified a total of 48 skills, viewed as essential to community college leader effectiveness, from a review of community college leadership literature, job announcements for community college instructional leaders and an on-line examination of coursework offered at eight universities that offer doctorates in higher education leadership. They next asked

graduates of university community college leadership programs to rank the importance of this universe of skills, resulting in a “top ten” list of skills deemed necessary for community college leader effectiveness. They also asked them to identify whether these skills had been learned in their graduate program or not.

Brown, Martinez, and Daniel, (2002) reported that “only 3 of the top 10 skills that respondents recommended for emphasis in leadership doctoral studies (Understanding and Application of Change, Understanding of the Community College Mission, and Effective Writing Skills) were also identified in the top 10 skills that were emphasized in respondents’ doctoral programs of study” (p. 51). They concluded that according to their survey participants, the skills to serve as an effective community college administrative leader were not those gaining emphasis in the doctoral programs they had completed. Even the largest, successful, and most prominent programs have come under fire for questionable program quality, and inflexibility and unresponsiveness toward working professionals (Evelyn, 2001; Shek, 2001; Wolf & Carroll, 2002). Fortunately, the AACC (2002) reported some improvement in that area as many programs have begun to focus on distance learning, hybrid schedules, and cohort models to better serve the needs of their registrants.

Katsinas and Kempner (2005) described another element of the leadership development crisis affecting university-based leadership training programs. Faculties at some university programs are much less diverse than the community colleges employees and their student populations, with very few women and minorities holding leadership and tenured posts. Perhaps more critical was their report of under-funding at many of the university-based higher education programs. As a result, community college programs

are typically housed in colleges of education which have suffered more than most from a steady decline in state appropriations for university programs. Mortensen (2004) reported a 35.8% decline in state appropriations for public institutions of higher education from 1978 to 2004.

Compounding this dilemma is the reported lack of access to alternative sources of funding. Higher education and community college programs, unlike medical, engineering, biological science, and information technology departments, are not typically eligible for large grant programs from dedicated external sources of federal funding like the National Institutes of Health or the National Science Foundation.

Two factors related to graduate leadership preparation have reportedly contributed to the shortfall of qualified community college leaders coming from university programs. The first issue is the declining number of community college administrators with advanced degrees. According to Shults (2001), “the number of advanced degrees conferred in community college administration decrease seventy-eight percent” from the early 1980s to the late 1990s (p. 1). Degree programs for higher education leadership development waned during the past two decades in contrast to K-12 training programs, which have thrived. As a result, the higher education leadership void continued to expand as the pool of university prepared community college leaders declined (Klinger, 2001; Romero, 2004).

Magnifying the slower rate of graduates was a second issue of concern regarding university-based training of community college leaders. Just how effective are these programs in preparing community college administrators for the issues and challenges they will face after graduation? In her 2001 study, Brown reported doctoral programs too

often underemphasized the skills necessary for effective community college leadership. For example, seven of the top ten skills, two in leadership, four in communication and one in institutional planning and development, were perceived to be underemphasized in doctoral programs of study. Brown further said “Besides the fact that the responsibilities and roles of community college leaders have changed over the last 30 years, leadership is a fluid, dynamic process that is continuously being redefined” (p. 1).

State System and Regional Programs

Over the past 20 years, a few state community college systems have developed and operated institutes, workshops and conferences in support of leadership development in their system colleges. Hull (2005) described an increasing number of such programs for the development of community college leaders, mentioning programs in Illinois and Kentucky. Sharples (2002) also described a substantial interest in and support for research on leadership development among North Carolina community college presidents who had participated in the seven month long North Carolina Community College Leadership Program offered by the North Carolina Community College System.

A recent search of the World Wide Web under “community college leadership” located sources of leadership development programs from several state community college systems including Alabama, Iowa, and Louisiana. Crosson, Douglas, O’Meara, and Sperling (2005) documented collaborations among the 15 community colleges in Massachusetts to establish a system-wide leadership development resource. In addition, Kim (2003) has described the North Texas Community College Consortium (NTCCC), a regional network of twenty six colleges, providing professional development programs to its members. Among NTCCC’s offerings is a Consortium Leadership and Renewal

Academy (CLARA), a year-long, regional information sharing, skills development, and renewal program that provides “basic skills for those who have had minimal administrative experience” and “renewal opportunities for veteran administrators” (p. 105).

Jeandron (2006) identified a number of other state system leadership development programs including the Asilomar Leadership Skills Seminar, sponsored by the Community College League of California, the Chancellor’s Leadership Seminar, managed by the Florida Community College System, the Leadership Development Institute, affiliated with the Louisiana Community and Technical College System (LCTCS), and the New Horizons Initiative, created by the Kentucky Community and Technical College System (KCTCS). She also described the influence of state governing boards in developing these programs, while urging colleges to develop their own offerings. The LCTCS “Board of Supervisors recognized that the pipeline for future leaders was either nonexistent or disjointed and charged the LCTCS president with developing a program to address the future need for leaders” (p. 8). In Kentucky, the KCTCS “viewed the program as a way to build capacity through internal resources and to enhance its mission of building a learning organization focused on quality and service to students” (p.8). Jeandron described other governing boards seeing the “programs as a cost effective means to address concerns related to upcoming retirements and vacancies in senior-level positions” (p. 8). In addition, North Carolina has had several state-wide leadership development initiatives over the past decades, including the independently operated North Carolina Community College Leadership Program.

National Institutes

Kim (2003) also reported on several other leadership development initiatives for community college professionals. The National Institute for Leadership Development, the Harvard Seminar for New Presidents, the Community College Leadership Development Initiative and the AACC Future Leaders Institute are among a host of national programs. She also catalogued the five-day Academy for Leadership and Development, the week-long Executive Leadership Institute sponsored by the League for Innovation in the Community College, and the year-long American Council on Education Fellows Program for community college leadership development. Other programs such as the Community College Leadership Program at The University of Texas at Austin and the American Association of Community College's President's Academy, promote networking and mentoring for leadership development.

Community College-Based Leadership Programs

The Leading Forward Initiative

Just before Shults (2001) described an impending crisis in leadership succession among America's community colleges, the American Association of Community Colleges (AACC) began a series of steps to assist colleges in preparing for the impending wave of leader retirements. In 2001, the American Association of Community Colleges renewed its mission statement to support the importance of colleges concentrating on "finding and developing qualified leaders to replace those retiring" (AACC, 2002, ¶ 4). The newly adopted mission statement elevated the importance of developing leaders by stating that "diverse, qualified leaders are available at all levels of our nation's

community colleges. They understand the community college mission, values, and vision and have the ability to implement them" (¶ 4).

The second action involved the convening of a Leadership Summit by the AACC CEO George R. Boggs in March 2001. This gathering was organized to provide a forum for community college leaders to discuss “a variety of issues, including:

- the leadership pipeline
- diversity
- leader skills and knowledge base
- leadership programs
- program delivery methods
- partnerships” (AACC, 2002, ¶ 6).

On the heels of this summit, Pamela J. Transue, President of Tacoma Community College, Washington, and the AACC board chair chose leadership development as a priority for her term and she created the Leadership Task Force to follow on the work of the summit. The task force produced a statement, “Effective Community College Presidents,” which identified essential leadership characteristics as well as effective components of leadership development programs (AACC, 2002).

Fueled by a grant from the W.K. Kellogg Foundation, the AACC launched an initiative known as Leading Forward in the summer of 2003. In Leading Forward, the AACC began a series of research, consensus building, and planning activities. Prominent in this work plan were four national leadership summits designed to address the challenges of developing leaders for community colleges. The summits attracted a who’s who of community college leadership development authorities including the AACC

member presidents, AACC Affiliate Council representatives, directors of university-based leadership programs, and representatives of single-campus, district, and state grow-your-own (GYO) leadership programs (Vincent, 2004).

In July 2004, the report, *A Qualitative Analysis of Community College Leadership from the Leading Forward Summits,* based on the collective work of the four summit meetings held in late 2003 and early 2004, provided the AACC with an overview of a prescription for community college leader competencies. Later in 2004 the AACC surveyed all participants in the leadership summits and members of the Leading Forward National Advisory Panel. This study was launched in an effort to ensure that the critical areas of leadership competencies required by community college professionals had been fully and accurately addressed. The survey responses demonstrated very positive support for the six draft competencies for community college leaders. One hundred percent of the respondents indicated that each of the six competencies was either "very" or "extremely" essential to the effective performance of a community college leader, providing an affirmation of Leading Forward competencies. These data were refined and edited and resulted in the publication of A C*ompetency Framework for Community College Leaders* in 2005 (AACC).

The survey also asked the respondents who were community college leaders how well they were trained to perform each competency. The respondents who worked in leadership development programs were also asked to rank how well their leadership program prepared students to apply each competency. Surprisingly, the mean response to these two questions was significantly lower than when they were asked to describe how essential the competencies were. These findings provide evidence of the significance and

importance of establishing training for these competencies in the curricula of community college leadership programs. These respondents, involved by THE AACC in the Leading Forward initiative because of their prominence in community college leadership development, identified both the importance of the six competencies and the absence of training to support the development of the skills, knowledge, and attitudes needed to implement them.

Competencies for Community College Leaders

Following the unanimous approval of the *Competencies for Community College Leaders* (2005) by the AACC Board, a brochure describing them and the process which led to their development was distributed to community colleges nationwide. The booklet identified the following six core competencies as essential for community college leaders: (a) organizational strategy, (b) resource management, (c) communication, (d) collaboration, (e) community college advocacy, and (f) professionalism.

According to the Association (AACC, 2005), the leadership skills required of leaders "have widened because of greater student diversity, advances in technology, accountability demands, and globalization" (p.3). In order to use the competencies and fully appreciate them, the AACC said the following principles should be considered: (a) leadership can be learned, (b) many members of the community college can lead, (c) effective leadership is a combination of effective management and vision, (d) learning leadership is a lifelong process, the movement of which is influenced by personal and career maturity as well as other developmental processes, and (e) the leadership gap can be addressed through a variety of strategies such as college grow your own leadership

programs, AACC council and university programs, state system programs, residential institutes, coaching, mentoring, and on-line and blended approaches (p. 3).

As a result of its *Leading Forward* programs, the AACC also confirmed "five essential characteristics for today's community college leaders (Amey, 2006): (a) Understanding and implementing the community college mission, (b) Effective advocacy, (c) Administrative skills, (d) Community and economic development, and (e) Personal, interpersonal, and transformational skills" (p. 1).Even this report, entitled *Breaking Tradition: New Community College Leadership Programs*, which highlighted the critical role of advanced degree training in community college leadership, recognized the importance of grow-your-own leadership development programs as a contributory response to the leadership succession crisis first identified by Shults (2001).

The Grow-You-Own-Leader Movement

Traditionally, the majority of community college administrators are chosen from within the internal community college labor market (Amey & VanDerLinden, 2002). Because of this practice, institutions would be well-served if they began to adopt the grow-your-own method of leadership preparation and development. The shared experiences described by current leaders within the learning context of the community college provide a powerful combination for developing future leaders (Hockaday & Puyear, 2000). The success of these initiatives will largely rely on current leaders, presidents, and board members assuming greater responsibility for identifying and supporting the development efforts of individuals from within their institutions.

While numerous universities confer doctoral degrees in community college leadership there appeared to be a growing need to move beyond these traditional training

grounds. Local leadership development programs were very sparse before 2000 (Van Dusen, 2005). For example, only two community college-based LDIs – Salt Lake Community College's Leadership Academy, and Kentucky's Leadership Academy Model, were described by Anderson (1997) in a review of "organized training initiatives that occur outside the normal purview of a university graduate program" (p. 31).

Fortunately, the process of developing leadership using a grow-your-own concept is gaining in popularity (Campbell, 2002). Questions about this approach to leadership development was included for the first time in the AACC Career and Lifestyle Survey in 2006, in which 43% of respondents indicated they sponsored such a program on their campus (Weisman & Vaughan, 2007). Another encouraging note was sounded by Pope and Miller (2005) who suggested that tools and experiences are present on college campuses for institutions to significantly contribute to the development of their leadership pipelines, a situation which is similar to what the private sector has done for some time. They also recommended that the efficacy of these programs will be enhanced by the college's governing board defining the skills and characteristics they see as necessary for leader success at their institution.

Aspirants for community college leadership roles must understand and develop the required skills and competencies for future leaders because the pathways to these posts are changing (Mellow & Heelan, 2008). In order to incentivize and encourage current middle managers at community colleges, staff and board leaders must create programs to promote development of personnel in order to fill the growing number of high level openings expected in the upcoming decade (Bridges, Eckel, Córdova, & White, 2008). Those aspiring to ascend to a community college leadership position must

also understand and develop the required skills and competencies to be competitive for these openings (Mellow & Heelan, 2008).

In response to these challenges, some community colleges have launched leadership development efforts for their own campus communities. In 2005, the American Association of Community Colleges (AACC) began a formal study of college, district, and state grow-your-own (GYO) leadership programs. Supported by the W.K. Kellogg Foundation, the research involved structured telephone interviews of grow-your-own program coordinators, and reviewed program materials, including application, selection, and self-assessment and program evaluation forms.

In 2006, the AACC, with the support of the W.K. Kellogg Foundation, catalogued the approaches used in 23 grow-your-own leadership development programs, 16 based at community colleges, including three from North Carolina (Jeandron, 2006). The 2006 report described “positive examples of how community colleges go about solving challenges they face: by creating solutions in which they combine their own internal strengths with those available in their communities” (p. 2). The report also summarized leadership programs which concentrated on developing future college leaders from among the existing ranks of midlevel administrators and faculty.

The report of this study, entitled *Growing Your Own Leaders: Community Colleges Step Up,* provided an overview of current leadership programs throughout the United States which focus on developing future college leaders from among the existing ranks of midlevel administrators and faculty. Recurring themes for program planning, developing, delivering and strengthening were gleaned from this survey and interview based study.

Recent Research on Community College-based Leadership Programs

A more recent unpublished report by a Leadership Development Task Force of the North Carolina Community College System (NCCCS) described over 50 leadership development resources reportedly used by community colleges for their faculty and staff (NCCCS, 2008). Forty of these resources were described as degree or community programs offered by North Carolina universities or open enrollment programs sponsored by local, state, and national nonprofit or private organizations. The remaining 10 programs were developed and implemented by community colleges, exclusively for their faculty and staff. Included in this listing were one college leadership development course identified in the AACC study (Jeandron, 2006) and nine additional community college-based programs.

Reliance on outside resources by the individual institution for the development of all of their leaders is predicted to provide an insufficient response to the demand. There has been relatively little attention paid to the need for the development of leadership skills and candidates across all levels of the college. Through the AACC's report (Jeandron, 2006) of 23 local and community college-based leader development programs and a recent inventory of colleges in North Carolina we have begun to learn about the existence of and high level characteristics of these programs, including broad reviews of planning, developing, delivering and strengthening activities. In addition, Prevatte (2006) solicited the opinions from 15 directors of community college employee leadership development institutes regarding ideal leadership program curriculum. Among her conclusions were that "there was a consensus among panelists regarding key elements of

a leadership development program for community college employees and these elements are consistent with current literature" (p. 83).

In-depth discussions of program approaches and best practices have largely remained beyond comprehensive examination until recently. The impact of community college-based leadership development programs on the institution and program participants, including those from support functions through the executive level, have not been documented. Furthermore, we have not seen an in-depth review of the programmatic characteristics of any of these schemes, including their effectiveness in meeting the leadership development quantity, quality and diversity challenges.

Neal's 2008 case study of the El Paso (TX) Community College leadership development program provided an exception to the dearth of LDI reports. For his study, Neal developed an investigative frame of reference, labeled the "Analytic Platform," to define the critical elements required for an effective community college-based leadership development program. He saw this framework as a more precise evolution of the overview of program planning, developing, delivering, and strengthening reports which appeared in the AACC's *Growing Your Own Leaders* report (Jeandron, 2006). These cornerstones elements were described as "the outer, more general level of categorization" (2008, p. 30). He asserted that "Neither cornerstone is more important than the other; yet the effectiveness of one depends on the effectiveness of the other" (2008, p. 30).

The five cornerstones or core focus areas which Neal (2008) used as the basis for his Analytic Platform were (a) Institutional commitment, (b) Campus climate, (c) Mentoring, (d) Program design, and (e) Effectiveness (p. 30).

Within each cornerstone, a total of 20 issues or subcomponents were extracted from the literature to undergird the five primary elements of the Analytic Platform. The following table describes the five cornerstones defined by Neal and the corresponding subcomponents for each:

Table 2.1

Neal's Analytic Platform

Cornerstone	Subcomponent
Institutional Commitment	Administrative champion Assessment of needs and talent Established mission Institutionally adopted policy Dedicated budget
Campus Climate	Resource sharing Creating buy-in Participation incentives Interpersonal benefits
Mentoring	Mentor incentives Mentor training
Program Design	Program admissions criteria Curriculum design Program length Ongoing feedback Technology
Evaluation	Effectiveness Participant evaluation Program evaluation Leadership evaluation

These subcomponents were utilized to more fully define and exemplify the specific requirements for a successful leadership development program. Much like the legs of a stool, four of the cornerstones appear to be similar in their importance and clearly related

to the other cornerstones, as well as satisfying the criteria of equality and effectiveness established by Neal for inclusion in the Analytic Platform.

The one exception to that is the inclusion of mentoring as a cornerstone in Neal's Analytic Platform (2008). VanDerLinden (2005) defined true mentoring as "a long-term, professionally centered relationship between two individuals" (p. 737). Over 56% of the administrators in his study indicated they had a mentor, with 52% indicating the mentor had assisted them in obtaining their current positions. Fulton-Calkins and Milling (2005) have acknowledged that mentoring programs should be established and implemented to assist leaders in moving effectively from one position to another. In addition, there have been other reports of leadership development programs identify mentoring as a significant component (Amey & VanDerLinden, 2002; Carroll, 2006; Chiriboga, 2003), as well as other researchers supporting supported the belief that mentoring significantly contributes to professional development (Phelan, 2005; VanDerLinden, 2005).

No argument is being made about the perceived importance of mentoring by senior community college leaders. Mentors can provide valuable encouragement and counsel from within the organization. However, in contrast to the other elements of Neal's Analytic Platform, the mentoring cornerstone fails to rise to the same level of completeness as do the other four. However, there is no evidence that mentoring as a leadership development activity is so great to justify the singular focus on it to the exclusion of other leadership development activities.

Hull (2005) suggested that community colleges "grow their own" (p. 84) leaders and researchers seek to identify the barriers which prevent community colleges from initiating leadership development programs and practices. He provided encouragement

for this alternate source for leadership development when he noted that almost 90% of the community colleges he studied have initiated some efforts at leadership development. When considered alongside Shults' (2001) predicted turnover during the first decade of the 21st century, leadership development from within the community colleges may be quite important. However, Van Dusen (2005) found that most of these leadership development efforts were largely "informal, verbally communicated and not generally known" (p.103), the processes for inclusion and operation were not well-documented.

Amey and VanDerLinden (2002) reported that most community college leaders come from among the ranks of the existing community college staff, usually from internal promotions or a transfer hire from another community college. According to Amey and VanDerLinden, 22% of the serving community college presidents they studied were promoted from within their institution, and 66% indicated they came to the presidency from another community college. This information has been seen by Hull (2005) as indicating "a need for community colleges to unite in the development of a significant leadership development program that addresses the indicated skills and competencies required by successful community college leaders" (p. 38-39).

Prigge (2004) concurred, declaring that:

> ultimately, it becomes the responsibility of each community college to guarantee a qualified pool of diversified leaders to replace retirees. Therefore it behooves community colleges to become proactive in providing more systematic leadership experiences on their own campuses to assure that both women and men will have the preparation for the challenges ahead (p. 13).

A number of community college-based programs have also been identified at colleges across the country (Hull, 2005; Kim, 2003). These programs have been developed for enhancing the skills and leadership capabilities of current college employees. Parkland Community College in Champaign, Illinois has developed a Leadership Development Seminar which attracts expert presenters and facilitators from around the state and nation. According to Nancy Willamon, Assistant to the President, the focus of the annual program is to stimulate commitment, energy and leadership opportunity among the participants (personal communication, October 23, 2007).

Another program initially started to mimic the Parkland program was the Leadership Institute at Gulf Coast Community College in Panama City, Florida. The program described by Cheryl Flax-Hyman, Dean, Off-Campus and Community Development, was designed to provide a foundation for understanding and addressing key leadership issues impacting the college and to cultivate a broadened network of well-informed leaders whose strengthened commitment will help "lead the college into the 21st century" (personal communication, October 25, 2007). Leadership development topics included leadership theories, legal aspects of higher education, Gulf Coast's culture and values, emerging issues like future trends in demographics, technology, and society, communications, crisis management and accreditation.

Hull (2005) described another in-house college program called the Pathways Program conducted by Cumberland County College (CCC) in Vineland, New Jersey. A four-day seminar centered on a participant team project, and mentoring and job shadowing, this program focuses on strategic issues, team building and college and community collaboration. The program is geared toward CCC employees to teach them

leadership skills for the purposes of career enhancement and strengthening the capacity of the college.

Summary

Chapter One provided an introduction to the study. In Chapter Two, research addressing the characteristics of the impending leadership crisis among America's community colleges, the evolution of community college leadership development, and the development of community college-based leadership development programs was reviewed. Chapter Three furnishes a detailed description of design, methods, and protocols utilized in the study. Chapter Four presents a review of the findings associated with each of the college programs studied as well as a comparison of those findings across the three cases. Chapter Five provides a research summary, major findings, surprises, conclusions, implications for action, recommendations for further research, and concluding remarks.

CHAPTER 3: METHODOLOGY

Introduction

This chapter provides a detailed explanation of the research methods used for this study. The study focused on examining details of selected community college-based employee leadership development programs.

Purpose Statement

The purpose of this study was to describe the planning, developing, delivering, and strengthening elements and individual and institutional outcomes of selected campus-based community college employee leadership development programs. A concurrent mixed-methods approach was used to gather information about the sponsoring institutions and their programs, participants, staff, and sponsors. The intent of the research was to add to the greater body of knowledge by providing an in-depth understanding of several internal community college leadership development programs. The results of the study have implications for community college leadership development program staff, participants, and LDI program sponsors. The findings can be used to enhance the analytical framework for understanding these programs and to provide guidance for improved program planning, implementation, and evaluation.

Research Questions

During the study, the following questions were examined for <u>each</u> of the participating community colleges as well as across the three programs:

1. What programmatic elements were included in the planning, developing, delivering, and strengthening phases of each LDI program?

2. What perceived leadership development outcomes did study participants attribute to their participation in the LDI program?
3. What perceived organizational outcomes did study participants attribute to the LDI program?
4. How did the LDI programmatic elements relate to perceived leadership development and organizational outcomes?

Research Design

In the following section, the research design is described, a rationale for its selection outlined, and an explanation of the appropriateness of the chosen method for answering the research questions described above provided.

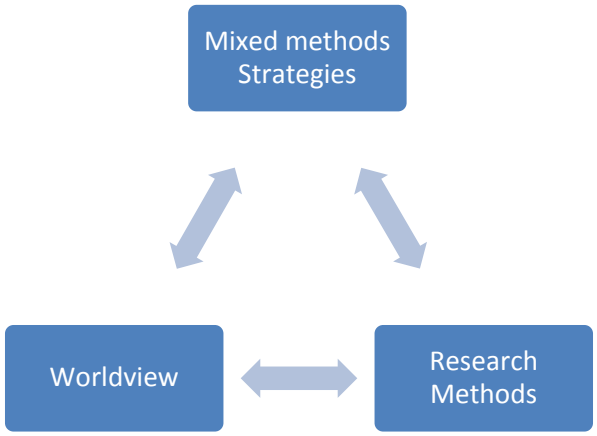
Type of Design

The study described herein followed a mixed methods approach (Tashakkori & Teddlie, 2003). Mixed methods research by definition is a procedure incorporating both qualitative and quantitative data in order to more fully understand a problem or issue (Creswell, 2005). According to Creswell (2005), "a mixed methods research design is a procedure for collecting, analyzing and 'mixing' both quantitative and qualitative data in a single study to understand a research problem" (p. 510).

The mixed methods research alternative uses qualitative and quantitative approaches in combination to complement each other, enabling more complete analysis and understanding (Greene, Caracelli & Graham, 1989; Tashakkori & Teddlie, 1998). Therefore, the choice of a mixed methods approach was based on the judgment that neither qualitative nor quantitative methods used alone are sufficient to advance the

understanding of a situation as complex as community college employee leadership development programs, either within a single institution or across several college cases.

In order to fully appreciate the distinct methods, points of view, and research strategies driving both qualitative and quantitative approaches, the following section provides a brief overview of each. It is the interaction of three influences, depicted in Figure 3.1, which must be managed to effectively implement a mixed methods approach.



(Adapted from Creswell & Plano Clark, 2007)

Figure 3.1 Diagram of Mixed Methods Design Framework

Qualitative research is a methodology borrowed from other disciplines, like sociology and anthropology, and adapted for use in educational settings (Lodico, Spaulding & Voegtle, 2006). Creswell (2005) describes qualitative research as:

> a type of educational research in which the researcher relies on the views of participants, asks broad, general questions, collects data consisting largely of words (or text) from participants, describes and analyzes these words for themes, and conducts the inquiry in a subjective, biased manner (p. 39).

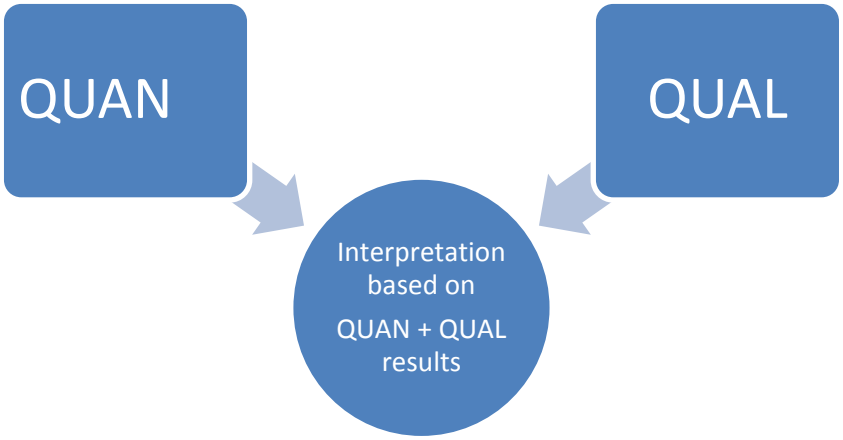
In the qualitative portion of this study, the researcher followed an inductive approach to develop an understanding of the LDI phenomenon being studied. This study proceeded from a constructivist perspective which was based on the values the participants perceived existed in their world (Gay & Airasian, 2003).

Investigations which utilize quantitative research approaches are "based on the collection and analysis of numerical data, usually obtained from questionnaires…and other…instruments" (Gay & Airasian, 2003, p. 8). The quantitative researcher's perspective is described as post positivist. From this perspective the researcher makes claims about knowledge development, by adopting cause and effect thinking, and the use of specific, reduced variables, and well-organized measurement and observation approaches (Charles & Mertler, 2005). Additionally, the researcher will follow a deductive approach and attempt to test theories by collecting data about well-developed concepts and utilizing tested instruments that yield statistical data (Gay & Airasian, 2003). Quantitative data collection and analysis have been focused on impartiality and freedom from bias and utilize empirical observations and measurements.

Qualitative and quantitative methods consist of different but complementary approaches to gathering, organizing, analyzing, and reporting data. They also differ in their inherent worldview or philosophy which governs their perspective on how the world works. Through their combination, the resulting mixed methods approach provides a middle ground built at the convergence of methods, strategies, and world views (Creswell & Plano Clark, 2007).

By combining both qualitative and quantitative approaches, the researcher proceeded from a more pragmatic world view and the research was directed toward

discovering the truth by searching for clarity about what works in planning, developing, delivering, and strengthening LDI programs (Creswell, & Plano Clark, 2009; Patton, 1990). This approach, depicted in Figure 3.2, was in contrast to focusing just on LDI methods and emphasized the multi-faceted search for what kind of LDI approach works best, the essence of the purpose of this research. Another favorable attribute of pragmatism as a perspective is that qualitative and quantitative methods are viewed as compatible, and that both numerical and text data, whether collected concurrently or sequentially, can help better understand the research problem. As a result, the researcher chose variables, data collection methods, and analytical approaches which are appropriate for answering the research questions (Tashakkori & Teddlie, 1998).



(Adapted from Creswell and Plano Clark, 2007)

Figure 3.2 Mixed Methods Framework

Rationale for a Mixed Methods Design

Collecting quantitative and qualitative data within the same study is not a new research design. However, it would be useful to explicitly describe any critical assumptions about the mixed methods approach beyond the fundamental integration of quantitative and qualitative methods of inquiry (Gay & Airasian, 2003). The initial

decision made in choosing this approach was based on the determination that collecting both quantitative and qualitative data provided a better approach to tackling the research problem than simply collecting one or the other type of data (Creswell & Plano Clark, 2007). Because LDI programs are complex, and unique in many ways to the community college sponsoring it, neither qualitative nor quantitative procedures were deemed to be sufficient to establish an in-depth understanding of the programs, individually or collectively.

A second condition essential for understanding the approach proposed for this study was to clearly define the mixed methods approach:

> Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone (Creswell & Plano Clark, 2007, p. 5).

Another beneficial attribute of mixed-methods approaches results from sharpening the understanding of research findings. Creswell and Plano Clark (2007) assert that "the combination of qualitative and quantitative data provides a more complete picture by noting trends and generalizations as well as in-depth knowledge of participants' perspectives" (p. 33). Thus having the "best of both worlds," the mixed methods researcher can attempt to draw some quantitative generalizations which can be enhanced and further supported through rich descriptions of complimentary aspects of the

qualitative data. The use of mixed methods in this study not only examined the parameters of the program but identified individual and institutional results that describe the programs and their value in a more complete and colorful manner.

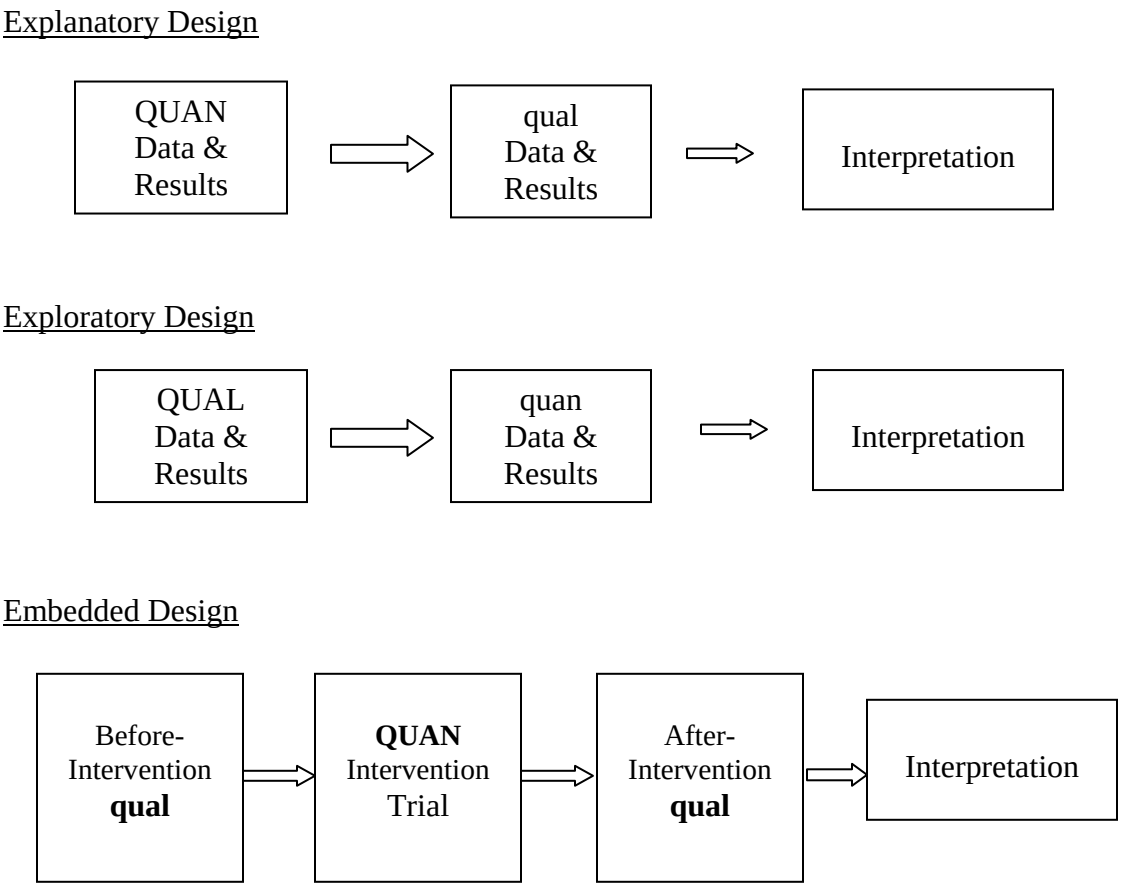
The use of mixed methods provides challenges as well as the aforementioned advantages. Creswell and Plano Clark (2007) pointed out several of these challenges:

> It takes time and resources to collect and analyze both quantitative and qualitative data. It complicates the procedure of research and requires clear presentation if the reader is going to be able to sort out the procedures. Further, investigators are often trained in only one form of inquiry (quantitative or qualitative), and mixed methods requires that they know both forms of data (p. 10).

Quantitative data can allow a researcher to identify relationships and patterns from larger groups while, in contrast, qualitative research typically focuses on meaning, and using smaller, purposeful samples (Hesse-Biber & Leavy, 2006.) As a result, one advantage of a mixed methods approach is that researchers do not have to sacrifice either breadth or depth. This means that "one data collection form supplies strengths to offset weaknesses of the other forms" (Creswell, 2005, p. 514). In this study, quantitative and qualitative data were combined to answer several research questions. For example, for questions two, three and four, regarding the leadership development outcomes for participants and institutions, quantitative data from surveys were combined with qualitative data from document reviews and semi-structured interviews. A similar pattern of combining data types was used to answer the research questions as appropriate.

Within the mixed-methods research typology there are a number of approaches, classified according to a variety of criteria. Recently Creswell and Plano Clark (2007)

published a categorization based on such a typology. They described five mixed methods approaches in two broad categories based on the phasing of data collection and data analysis activities. The first grouping, called sequential designs, consists of three variations which were referred to as the Explanatory Design, the Exploratory Design, and the Embedded Design. Figure 3.3 provides a visual depiction of these methods.

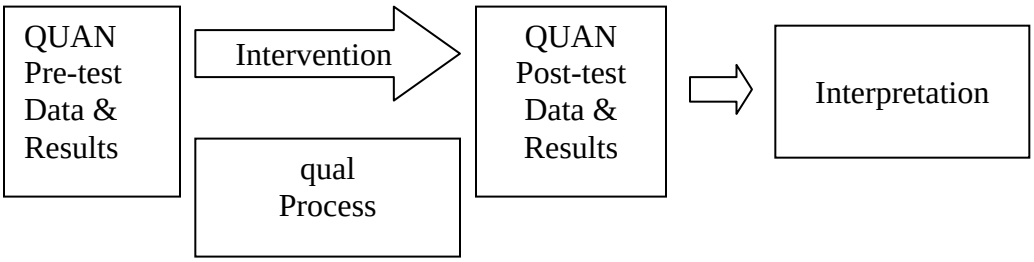


(Adapted from Creswell and Plano Clark, 2007)

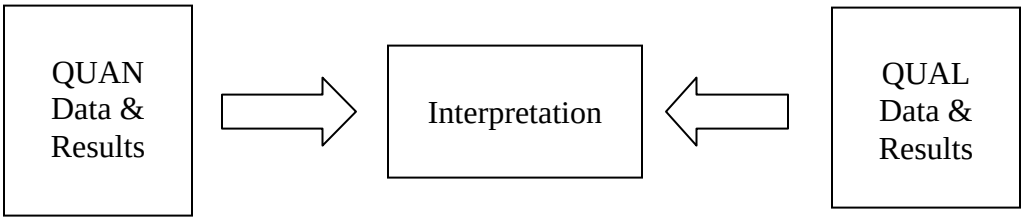
Figure 3.3 Sequential Mixed Methods Designs

There are also two concurrent mixed methods designs, including the Embedded Design and the Triangulation Design (Figure 3.4).

Embedded Design



Triangulation Design



(Adapted from Creswell and Plano Clark, 2007)

Figure 3.4 Concurrent Mixed Methods Designs

Each of these broad categories of approaches provides a variety of uses, strengths, challenges, and procedures. The Concurrent Triangulation Design, the type of study chosen for this research, was called the "most common and well-known approach to mixing methods" (Creswell & Plano Clark, 2007, p. 62). The primary reason for using this design in this study was the desire to "validate or expand quantitative results with qualitative data" (Creswell & Plano Clark, 2007, p. 62).

Appropriateness of the Methods Selected

By selecting a Concurrent Triangulation Design, this study will confirm, cross-validate, or otherwise support various research findings within and among the LDI models under study (Greene, Caracelli & Graham, 1989). By giving equal priority to qualitative and quantitative data, the triangulation approach to research "integrates the results of the two methods during the interpretation phase" (Creswell, Plano Clark, Gutmann, & Hanson, 2003, p. 183). By definition, the concurrent mixed model design is one in which QUAL and QUAN approaches are used to "confirm, cross-validate, or corroborate findings within a single study" (Creswell et al., 2003, p. 183).

Concurrent triangulation methods offer several advantages to the researcher. In addition to building on familiar traditional mixed methods approaches, results can be more highly validated and substantiated. Concurrent data collection can also result in shorter data gathering timelines as compared with a sequential design (Creswell et al., 2003). Conversely, this method also presents the researcher with challenges. Greater effort and significant research expertise may be required to study a case or group of cases with two separate methods. Comparison of analyses growing from two different data forms can be problematic, and a lack of clarity about how to resolve such discrepancies can occur (Creswell et al., 2003). Nonetheless, the practical and outcome advantages of the concurrent approach outweigh its shortcomings.

Strategy Identified

This section describes the data collection and analysis elements of the research, the timing of each phase of the research, including the project timeline, and how data priority, implementation, and integration were accomplished.

Timing of the Research

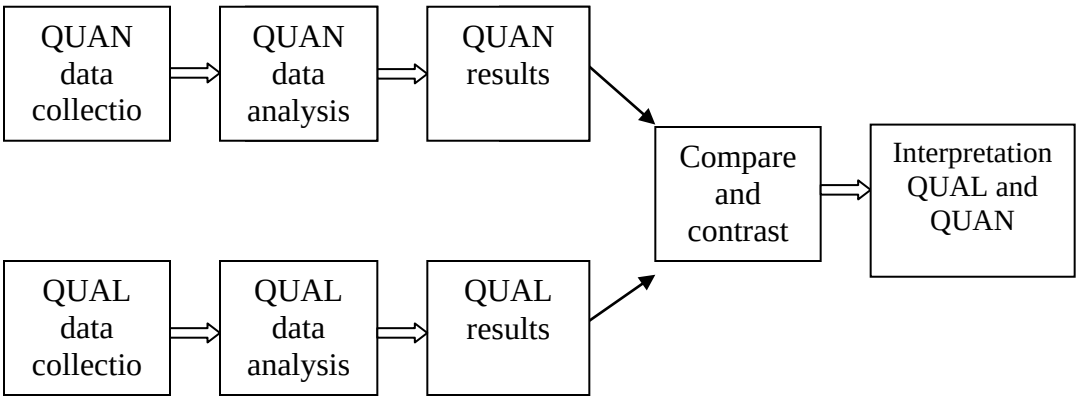
Based on balancing benefits and risks in utilizing the mixed methods approach described above, three other considerations were necessary. These issues, priority, implementation, and integration, are described below and explained in the context of their influence on the selection of the appropriate mixed methods design from among the several options described above (Creswell, et al., 2003).

Priority refers to which method, qualitative or quantitative, is to be given more emphasis in the research. In this study, neither data collection process was purposely emphasized over the other. The iterative collection of qualitative data within a site or between sites resulted in emphasizing some data, but that was not the plan at the outset for this study. The consideration regarding implementation refers to whether the qualitative and quantitative data collection and analysis comes in chronological stages, with one preceding the other, or will be conducted concurrently. In order to economically collect data and in the belief that neither qualitative nor quantitative data would be of greater importance, the collection of both kinds of data was conducted concurrently in this study. The third issue, integration, refers to the timing of mixing or merging quantitative and qualitative data. Following a separate initial data analysis for quantitative and qualitative databases, the researcher merged the "two data sets so that…a complete picture is developed from both datasets" (Creswell & Plano Clark, 2007, p. 136).

The study was completed over 13 months commencing with approval by the Western Carolina University Institutional Review Board (IRB) to conduct the research. The research was conducted in three general phases: (a) Concurrent QUAL and QUAN data collection, (b) Concurrent QUAL and QUAN data analysis, and (c) Merging of

analytical results, including comparing and contrasting results from QUAL and QUAN approaches.

Especially for qualitative analysis, wherein coding, transcribing, and interviewing across several sites took place in overlapping periods of time, the lines between phases were less precise than for the phases for collecting and analyzing quantitative data. Figure 3.5 below describes a concurrent triangulation research model.



(Adapted from Creswell and Plano Clark, 2007)

Figure 3.5 Concurrent Triangulation Study Model

In accordance with Western Carolina University requirements, all Institutional Review Board (IRB) documents were prepared, submitted to the appropriate offices, and approved prior to the collection of any data or recruitment of individual study participants. The following timetable describes the progression of the study following IRB approval:

Table 3.1

Timeline for Study

Study Activities	Weeks
Development of interview and document review protocols and survey instruments, initial telephone planning meetings and email correspondence with LDI coordinators, and site selection	1 – 6
Pilot test and revise survey instrument, planning and coordination site visit, and initial document collection and review	7 – 12
Participant recruitment, on-line surveying conducted, and LDI site visits including interviews conducted and other documents obtained	13 – 17
Interviews transcribed, and member checking	18 – 21
Data analysis, review and integrate results, and draft findings and research report	22 – 47
Editing final report	48 – 56

During the three broad phases of this study, data collection, data analysis, and interpretation of analysis, a variety of research procedures were followed. These procedures resulted in the development of a variety of products from transcripts to final report documents. Table 3.2 provides a summary overview of the procedures and products resulting from the use of qualitative and quantitative methods in data collection, data analysis, and interpretation stages.

Table 3.2

Overview of Research Procedures and Products

Phase	Method	Study Participants	Procedures	Products
Data Collection	Qualitative	LDI participant	Face-to-face interview	Text data: interview transcripts, documents, responses to open ended survey questions
		LDI participant Supervisor	Face-to-face interview	
		LDI sponsor	Face-to-face interview	
		LDI coordinator	Face-to-face interview and Documents	
	Quantitative	LDI participant	On-line survey	Numeric data
		LDI participant supervisor	On-line survey	
Data Analysis	Qualitative	Coding and thematic analysis Within-case and across-case theme development		Codes and themes Similar and disparate themes Charts, graphs, tables and other visual displays of data
	Quantitative	Data screening/integrity testing Descriptive analysis Comparison		Mean pre- and post-LDI leadership behaviors rating

Interpretation of Analysis	Integrated	Explanation of meaning of qualitative results and interpretation of meaning Triangulation of quantitative data	Discussion of results Findings Recommendations for future studies

Data Collection

This section describes the selection of subject LDI colleges and the selection of study participants within each college. A review of the development of data collection instruments, including surveys, interview protocols, and document review approaches, is discussed. Finally, a plan for data collection at the sites is also outlined.

Research Setting

The population of potential LDI sites in North Carolina at the time of this study consisted of 12 public community colleges. Several of these colleges were reported as having a leadership development institute for their employees in the AACC's Leading Forward report (Jeandron, 2006). The remaining colleges in the population were identified in an unpublished report of a survey of all of North Carolina's community college presidents by the Leadership Development Task Force of the North Carolina Community College System (NCCCS, 2008).

The researcher used purposeful selection strategies (Patton, 1990) to select the subject colleges and LDI and college staff to include in the study. Patton (1990) describes the coherence and power of purposeful sampling as residing "in selecting *information rich cases* [italics by Patton] for study in depth" (p. 169).

The researcher identified three community colleges as sites for inclusion in the study. As the first step in the site selection process, an initial email survey of the program

contacts at each of the 12 potential community college research sites was conducted to determine if the college would be willing to be considered as a candidate for involvement in the study. In addition to their ability and willingness to contribute expertise in areas relevant to the research (Marshall & Rossman, 2006), subject colleges and study participants were selected based on their satisfying several criteria. The researcher then selected the three best cases for inclusion as determined primarily by their satisfying the following criteria:

1. The LDI program been run for at least two cycles
2. The college agreed to provide ready access to personnel, including:
    - all LDI participants, from the two most recent cohorts,
    - supervisors of four to six of the participants from each cohort,
    - the current LDI coordinator, and
    - the LDI sponsor, such as the President or other college leader responsible for the program's initiation
3. The college agreed to provide ready access to LDI documents. Those materials being sought included but were not limited to needs assessment, program planning, participant recruiting, training resources, leader quantity and diversity data, and operational documents such as agenda, budget, logistics, and evaluations.

A total of six colleges satisfied these criteria. The colleges were examined according to enrollment size and the size of the communities they served. Three were among the smallest one-third of community colleges in North Carolina and served rural counties. Two were among the largest and were located in two of the largest urban areas

in the state. One other had midsized enrollment and served a mixed small city, suburban, and rural service area. In order to obtain study participation across the range of college sizes and community types, one of the three smaller, rural-serving colleges, one of the two largest colleges, and the single mid-sized school were selected for inclusion in the study.

Participant Selection

For each of the three LDI sites selected, several different kinds of study participants were asked to provide information for data collection and analysis, including LDI participants and supervisors of selected participants, as well as the LDI sponsor and coordinator. Each of the LDI participants from the last two cohorts and participant supervisors still employed at the college at the time of the study were asked to participate in an on-line survey and invited to participate in a face-to-face semi-structured interview. The two day site visit at each college provided the researcher with an important opportunity for direct observation of the college environment and the setting for the LDI (Yin, 2003). Yin (2003) pointed out that “some relevant behaviors or environmental conditions will be available for observation” and that “such observations serve as yet another source of evidence” (p. 92).

In December 2009, a planning meeting was held with the LDI coordinator at each school. During this meeting, a review of detailed plans for implementing the research, identifying study participants, and gathering permissions and other contact information was completed. The researcher also identified LDI documents for review and began collecting copies of those relevant to the research, reviewing them prior to conducting interviews and focus groups.

The process of collecting data began during the planning site visit in December 2009 when documents were collected. The next phase of data collection, on-line surveying, was completed in January and February 2010. The third data collection phase, semi-structured interviews of participants, participant supervisors, and the program coordinator and sponsor, were completed during two-day site visits in February 2010. Additional documents and follow-up email based data clarification and confirmation was completed between February and July 2010.

The research participants and the rationale for including them in the study, the types of data they are expected to provide, and the data collection methods are summarized in Table 3.3 which follows.

Table 3.3

Study Participants, Data Focus, and Instruments

Study Participant and Rationale for Selection	Type(s) of Data Sought	Data Collection Method(s)
LDI coordinator Rationale: This person has been responsible for the day-to-day planning, implementation and improvement of the LDI program. As a result they have the fullest perspective on the history of the program and the programs content and process and were able to provide the best information about selecting participants for the study	Overview of program origins, purposes and history; access to documents Information about leader turnover, including retirements and other separations, and gender and racial diversity and other interview subjects; guidance to sources of written data; selection of participants; review of programmatic elements.	Initial meeting, Face-to-face interview Document review

LDI Sponsor		
Rationale: This person initiated the establishment of the LDI and secured support and funds to develop and implement the program. The sponsor has critical information regarding what prompted the development of the program and leadership's vision for the LDI initiative.	Overview of program origins, purposes and history; commitment of college to facilitate research Perceived outcomes of the program	Document review. Face-to-face interview
LDI Participants		
Rationale: LDI participants were critical sources of outcome and program assessment data. They provided critical data about the impact of the LDI on them.	Self-report of leadership development outcomes	On-line survey and face–to-face interview (volunteers)
LDI Participants' Supervisors		
Rationale: Supervisors provided an 'external' source of evaluation of the impact of the LDI on their employee. Through regular contact before and after the LDI, the supervisor provided a source of reliable competency development impact data.	Leadership competency development outcomes for participants they supervised and college	On-line survey and face–to-face interview (volunteers)

Collection Procedures

The following data collection process was used at each of the research sites. Prior to data collection, a meeting with the LDI coordinator was be held. During this meeting, the researcher finalized the implementation of the research plan. The agenda for the meeting with the LDI coordinator meeting included confirmation of study participant selection and the research schedule, negotiation of any areas of difficulty, and specification of document, space, time, and other resource needs. The outcome of this

meeting included an agreement with the LDI coordinator to serve as a contract between the researcher and the institution.

Qualitative Data Collection

The qualitative data collection process focused on confirming, expanding, and explaining data collected concurrently with that collected through quantitative means. A multiple case study framework (Stake, 2006) was used for collecting and analyzing the qualitative data. In this study, two primary qualitative data collection tools, semi-structured interviews, conducted face-to-face, and document reviews, were utilized for the purpose of understanding the LDI experience at each college site.

Interviews

As Denzin and Lincoln (2005) contend, interviews "are inextricably and unavoidably historically, politically, and contextually bound" (p. 695). As a result, interviews by their nature provide a subjective view of the phenomenon being studied, compelling the researcher to interview several people to obtain data that is balanced and complete (Gubrium & Holstein, 2002). In this study, semi-structured face-to-face interviews were conducted with LDI participants and participant supervisors from the last two cohorts, as well as with the LDI coordinator and the LDI sponsor at each college.

Interviews with the LDI participants, participant supervisors, coordinators, and sponsors were conducted following interview protocols (Appendices A, B, C, and D respectively) specifically designed to elicit data for which they are the most reliable informant. Interview questions were tailored in two ways: to support answering the research questions guiding this study and relative to the LDI role played by the study participant being interviewed. For example, participants' supervisors were asked to

comment on the impact of the LDI on their employee. They were able to do this because of their regular contact before and after the LDI program. The LDI coordinator interviews focused on the history of their program. Since they have had day-to-day involvement in the planning, developing, delivering, and strengthening efforts which took place at their college, they were able to answer these questions. Finally, the interview of the LDI sponsor sought information about the origins of the program, the sponsor's vision, and how it has impacted the institution.

Each interview protocol was reviewed by LDI participants, participant supervisors, and the program coordinator, from three other North Carolina LDI programs, not included in the study. These pilot test participants were debriefed to ensure question clarity and ensure relevance to the aims of the study. The following tables (Table 3.4, Table 3.5, Table 3.6, and Table 3.7) summarize the focus of interview questions for each research question and for each type of study participant.

Table 3.4

Research Question 1 Interview Question Focus

What programmatic elements were included in the planning, developing, delivering, and strengthening phases of each program?

Participant Type	Element	Interview Question Focus
LDI coordinator	Planning	History, structure, and funding
	Developing	Program publicity, application process, participant selection, diversity and curriculum development, and participant recruitment and selection
	Delivering	Program content, focus, delivery methods and personnel
	Strengthening	Program evaluation, modifications and reward mechanisms

LDI sponsor	Planning	Vision for program, funding rationale, and political issues, including support or resistance.
	Developing	Program goals and fit with strategic plan.
	Strengthening	Benefits to participants and college

Table 3.5

Research Question 2 Interview Question Focus

What leadership development outcomes for participants can be attributed to their participation in the LDI program?

Participant Type	Interview Question Focus
LDI participant	Perceived impact on them as LDI participant
LDI participant supervisor	Observed impact on LDI participants
LDI sponsor	
LDI coordinator	

Table 3.6

Research Question # 3 Interview Question Focus

What organizational outcomes for the sponsoring college can be attributed to offering an LDI program?

Participant Type	Interview Question Focus
LDI coordinator	Observed impact of LDI on institution
LDI sponsor	
LDI participant supervisor	
LDI participant	Perceived impact of their participation on work unit at institution

Table 3.7

Research Question # 4 Interview Question Focus

How did implementation of the chosen LDI programmatic elements relate to outcomes reported by participants and institutions?

Participant Type	Interview Question Focus
LDI coordinator	Observed impact of LDI on institution and participants
LDI sponsor	Programmatic elements mentioned
LDI participant	
LDI participant supervisor	

Interview participants were informed that the interview would be recorded and transcribed verbatim. A high quality digital recorder was used to record the face-to-face interviews. In addition, each interview began with the researcher providing a brief study overview and two copies of the Interview Consent Form (Appendix E), one of which was signed by the interviewee and returned to the researcher. In addition, prior to starting the interview, the researcher described how technology would be used to record their comments and asked if they had any additional questions. Following the interview, the researcher described the member checking process, wherein each interview participant was given an opportunity to review and, if necessary, correct the contents of the interview after it was transcribed.

Documentary Sources

LDI documents provided an important additional source of data for this study. The research included the collection, examination, and analysis of documentary evidence provided by each LDI college during this study. From this aspect of the study, the

researcher focused on “understanding something, gaining some insight into what is going on and why this is happening” in the LDI (Maxwell, 2005, p. 16).

Documents obtained from the LDI sites include planning documents, program announcements, agendas, application materials, evaluations, memoranda, budgets, photos, certificates, readings, and planning documents. LDI study sites provided over 200 pages of paper or electronic documents for review. Documents obtained at the planning meetings with the coordinators were reviewed prior to conducting interviews and administering on-line surveys. The researcher inventoried, organized, analyzed, and assessed the documents provided according to the program elements described in the combined studies by Hull (2005), Hull and Keim (2007), Jeandron (2006), Neal (2008), and Prevatte (2006).

Validity and Reliability

Issues of validity and reliability have been a concern in educational research for some time. Arising originally in the context of experimental research, the notion of validity in qualitative research has evolved from the application of quantitative data standards to a set of more specialized criteria. In 1992, Eisenhart and Howe presented five standards for judging validity in qualitative research. Further discussion of these issues appeared in works by Bogdan and Biklen (1992), Deyhle et al. (1992), Peshkin (1993), and Simmons (1988). The following section describes each of these standards and how they were addressed in this study of community college leadership development programs.

The first standard called for a “fit between research questions, data collection procedures, and analysis techniques” (p. 657) and dictates that research questions rather

than researcher convenience and preferences should drive study design. In this study, an extensive literature review and a hybrid research framework based on soundly conducted and widely publicized research provided organization conceptual framework drove the research questions. In order to ensure a fit between research questions, data collection procedures, and analysis techniques, the research questions dictated the study design. Interview and document data were collected, analyzed, categorized, and displayed according to the literature and the hybrid framework for this research.

The second standard called for the "effective application of specific data collection and analysis techniques" (p. 658). In other words, credible research techniques, appropriate to the study, must be applied. The methodology employed in this study, including choice of cases and subjects, data gathering techniques, and methods for analysis, were grounded in research traditions and sound procedures, which ensured credibility. The rationale for choosing subjects, the selection and implementation of data collection procedures and analytical techniques are grounded in credible reasoning from recognized theorists in research methods. In addition, the patterns identified were grounded in empirical evidence drawn from the literature and numerous interviews, open-ended survey questions, and documents. In addition, the interpretive approach to this study sought patterns of meaning derived from the leadership development literature and which were related to the research questions guiding the study.

Eisenhart and Howe (1992) pointed to the need for the researcher to demonstrate "alertness to and coherence of prior knowledge" (p. 659). In addition they said, a study "must also be judged against a background of existing theoretical, substantive, or explicit practical knowledge" (p. 659). By tying this study to prior research evidence about grow-

your-own leader programs, the appropriate context for examining its results and a valid framework for comparing these results with other LDI programs has been established.

Regarding the fourth standard, Eisenhart and Howe (1992) describe value constraints as coming in two forms, external and internal. External value constraints "concern whether the research is valuable for informing and improving educational practice – the 'so what?' question" (p. 660). Every effort was made to ensure this research is worthwhile and provides practical as well as theoretical value. By telling the story of three LDI cases, singularly and collectively, this study's narrative form ensures an understandable and contributory effort. Internal value constraints refer to research ethics because they "concern the *way* [italics by Eisenhart and Howe] research is conducted vis-à-vis research subjects" (Eisenhart & Howe, 1992, p. 661). The data collection, data management, analysis, and reporting procedures including informed consent, confidentiality, and the voluntary nature of subject participation, served to satisfy this standard.

The fifth and final standard, comprehensiveness, dictates that the study should incorporate all of the above standards in three ways, each emphasizing the unitary nature of the validity concept. In this study, through the satisfaction of the above elements, the results of this study add value, theoretically and practically, to the body of knowledge about community college-based leadership development programs.

Patton (2002) stated that reliability, along with validity, should be of great concern when designing a study. According to Golafshani (2003), reliability in the qualitative research context should be seen as relating to the overall quality of a study, with its purpose of generating understanding, as is the case in this study. In order to

establish reliability in the qualitative context, Seale (1999) stated that “trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability” (p. 266). A standard for trustworthiness described by Erlandson, Harris, Skipper, and Allen’s (1993) and based on from *Naturalistic Inquiry* (Lincoln & Guba, 1984). Trustworthiness consists of credibility, transferability, dependability, and confirmability.

Credibility is defined as the "degree of confidence in the 'truth' that the findings of a particular inquiry have for the subject with which--and context within which--the inquiry is carried out" (Erlandson, et al. 1993, p. 29). Credibility has been accomplished by triangulation and member checking strategies. Triangulation was used in this study by collecting data from official documents as well as verbal accounts from interviews and open-ended survey questions. Member checking, defined as obtaining feedback from the participants, was also sought to ensure the accuracy of interview transcripts (Creswell, 2003; Creswell & Miller, 2000).

Transferability, the second element of trustworthiness, is defined as "the extent to which its findings can be applied in other contexts or with other respondents" (Erlandson, et al. 1993, p. 31). The researcher achieved transferability by providing detailed and precise descriptions in order to draw the reader into the environment under investigation. In addition, the use of purposeful sampling at each site ensured the application of emerging information and resulting insights achieved during the course of the study.

The third criterion, dependability, is defined as the extent to which, if the inquiry "were replicated with the same or similar respondents (subjects) in the same (or similar) context, its findings would be repeated" (Erlandson, et al. 1993, p. 33).

Dependability has been achieved through keeping a running account of the investigation in the form of extensive electronic records, which documented thought and process decisions.

The final standard, confirmability, is defined as "the degree to which [a study's] findings are the product of the focus of its inquiry and not of the biases of the researcher" (Erlandson, et al. 1993, p. 34). The researcher achieved confirmability by managing data in such a way that assertions and facts can be tracked to their original sources. This is demonstrated by the presentation of coherent conclusions, interpretations, and recommendations in the final report of this inquiry.

Confidentiality and Related Issues

Each LDI site was assigned an alpha code based on the college name. Based on this, each study interview participant was assigned a numeric code based on site visit date and interview number, such as CCC 1-1 for the first interview on the first day at Carteret Community College to identify them. All data were collected in a manner that protected the study participant identities wherever possible. Issues of confidentiality are important to address with human subjects, particularly when workplace relationships are central to aspects of the research context. Since all interviews were audio-recorded and transcribed, personal identifying information was not be kept in transcription records for participants and participant supervisors. In addition, audio files have been kept in a locked and secured area. In most cases, the purposes of the study were not be served by attributing information to a particular person. Therefore participant names were not be used in the study, except for LDI coordinators and sponsors. A coded master list of study participant

names has been maintained by the researcher, but is not included in the study's documentation.

Quantitative Data Collection

The concurrent collection of quantitative data focused on assessing the impact of the LDI program on participant competencies and was completed through the use of on-line survey instruments. Tailored surveys designed to obtain self-assessment and supervisor evaluation of participant's development as a result of the LDI experience were administered to LDI participants and participant supervisors at each school Using a cross-sectional survey design, participants and their supervisors were asked to assess the state of LDI participants' leadership development prior to the program and after the completion of the curriculum. The questionnaire instruments, one tailored for LDI participants and another for participant supervisors, are included in Appendices F and G

Survey Instruments

The survey instruments for LDI participants and participant supervisors consisted of several parts, starting with an overview, introduction, and consent to participate in the survey. This was followed by 33 Likert-type items for competency assessment before and the same 33 items for assessing competency as a result of participation in the LDI program. Several open-ended items asked for additional feedback about the LDI program and concluded the on-line instrument

The Likert-type items were drawn from the competency framework for community college leaders initially developed by the AACC (2005). This competency framework was developed through several steps and over more than three years. The AACC's initiative strove to "build consensus around key knowledge, values, and skills

needed by community college leaders and to determine how to best develop and sustain leaders" (AACC, n.d., ¶ 3). The resulting competencies were seen as "very" or "extremely" effective to community college leader performance (AACC, n.d., ¶ 6) and were adopted unanimously by the AACC Board of Directors in 2005. (AACC, n.d., ¶ 8).

Competency Framework

The core of the survey instrument for this study was derived from 33 items designed by the Institute for Community College Development (ICCD), based on the Community College Leadership Competencies issued by the American Association for Community Colleges (AACC) in spring 2005. According to ICCD, "The instrument was designed to help evaluate strengths and areas for improvement against competencies developed and was validated by community college leaders from across the country" (ICCD, 2007, p. 2).

ICCD made several changes to the original AACC competency framework. According to Ruth Hopkins, coordinator of the ICCD survey team, the six AACC competency areas were collapsed into four key competency areas - Core, Advocacy, Resource Development, and Organizational Integrity. (personal communication, September 10, 2009). Table 3.8 outlines how the ICCD framework and AACC competency approach were matched.

Table 3.8

Comparison of AACC and ICCD Competency Areas

ICCD Competency Areas	ICCD Competency Area Description	Corresponding AACC Competency Areas
Core	Core skills span across every area of leadership. They are essential to communicating well with diverse constituents, building effective teams, and collaborating on and off campus to creatively solve problems. All community college leaders are expected to maintain high standards of ethical conduct and professionalism. Core skills and behaviors include communication, collaboration, professionalism, and ethics.	Collaboration Communication Professionalism
Advocacy	Advocacy is telling the community college story in a way that is meaningful to stakeholders. Leaders need to know how to frame the issue and set the tone for discussion and decision-making. They must demonstrate stewardship of public resources and augment them with private support. Leaders of resilient colleges advocate for diversity and open access as fundamental elements of the community college mission. Skills in this area include legislative, community, board, and internal advocacy.	Community College Advocacy

Organizational Integrity	Organizational integrity is achieved by institutions whose leaders maintain an unbroken focus on mission and values. These college leaders hold themselves accountable for what they do, how they do it, and if they produce results. Leaders of principled colleges demonstrate a clarity of purpose and ethical behavior that inspires all members of the organization to do their best work in support of serving students and the community. The skills that contribute to organizational integrity include strategic planning, focusing on student success, creating a culture of learning, developing human resources, and managing change.	Organizational Strategy

Other modifications included ICCD improvements to the illustrations used to describe the competencies. In conjunction with human resources professionals and behavioral scientists at Cornell University and community college leadership experts, the 45 illustrations developed by AACC were reduced to 33 items (R. Hopkins, .personal communication, September 10, 2009). Reduction in the number of items resulted from the elimination of duplications, revisions in the statement content to make them more behavioral, and removal of items such as “Employ organizational, time management, planning and delegation skills” because they described skills that, while important, were not uniquely leadership skills.

In the competency assessment section of the survey, participants and their supervisors were asked to rate LDI participant competency at two points in time, first before participating and then as a result of participating in the LDI program at their college. For each of the 33 items, the survey respondents were asked to indicate

competence on a five-point Likert-type scale. The scale measured competency from “Not very competent” to “Very competent” and provided data regarding how both participants and their supervisors rated the impact of the LDI program on leader competency. The final part of the survey included several open-ended questions focused on collecting more subjective information about the impact of the LDI program on participants, how its impact has been implemented, and suggestions for program improvement.

Survey Administration

The surveys were administered utilizing an on-line adaptation of the *Tailored Design Method* (Dillman, Smyth, & Christian, 2009). Tailored design is a surveying system “…that works together to form the survey request and motivate various types of people to respond to the survey by establishing trust and increasing the perceived benefits of completing the survey while decreasing the expected [by the participant] costs of participation” (Dillman, Smyth, & Christian, 2009, p. 38).

Following an email communication from the LDI coordinator at each site, the researcher communicated via email with the LDI participants and participant supervisors about the importance of their involvement in the study about one week before the survey was available on the Web. This preliminary communication and the follow-up methods described below were used to avoid non-response, a problem often seen in Web-based surveys. The follow-up sequence, suggested by Dillman, Smyth and Christian (2009), and limited to avoid the ethical concerns raised by Schirmer (2009), was conducted in three phases with those subjects who have not responded following the initial email notification of the availability of the survey on-line. The three phases of follow-up with non-responders consisted of:

- an e-mail reminder sent out five days after distributing the survey URL via Survey Monkey,
- a second e-mail reminder sent six to ten days later, and
- a third e-mail reminder, stating the importance of the participant's input for the study, sent one week after the second reminder.

Participation in the on-line survey was completely voluntary and respondents were told that they could choose not to answer specific questions. Participants were required to click on a "Yes" or "No" radio button to indicate their consent to participate at the beginning of the survey. They were also told that their responses were confidential and would be reported only in aggregated form. A statement of the purpose of the research and specific information about confidentiality was provided to all respondents at the outset of their participation. All files related to the survey, including individual responses and aggregate data, have been maintained on the researcher's personal computer or on-line and are password protected.

Reliability and Validity

Patton (2002) advised those interested in collecting quantitative data to utilize an instrument that was reliable and valid. The use of a reliable instrument results in scores that are "nearly the same when researchers administer the instrument multiple times at different times" (Patton, 2002, p. 162). Since only a single version of each instrument was used with each study participant group, only test-retest and internal consistency types of reliability were relevant to this study approach. Of these, internal consistency was the appropriate reliability measure since only one person observed the behavior of interest and the instrument was completed by each participant in the study just one time. Among

the measures of internal consistency, the use of the coefficient alpha, otherwise known as Chronbach's alpha, was the appropriate choice because the survey items were scored as continuous variables, from not very competent to very competent.

Contemporary concerns about validity center on the inferences researchers make based on scores resulting from use of an instrument. Patton (2002) describes the general criteria for assessing validity as concerning if the inferences make sense, are meaningful, and are appropriate. He also refers to the use procedures to assess inferences from data interpretations from a more practical perspective. Hubley and Zumbo (1996) describe the current view of validity as "a process of disciplined inquiry that tries to address…major threats to the inferences made from our measurements or observations" (p. 212). ICCD reported that its instrument has several characteristics which assist in minimizing threats to the validity of its use to measure of leadership, specifically related to concepts of face validity, content validity and construct validity.

For face validity, ICCD stated that "The instrument was designed to help evaluate strengths and areas for improvement against competencies developed and validated by community college leaders from across the country" (ICCD, n.d., ¶ 2). For content validity, ICCD reported using the "logical criterion approach…to examine the extent the items used in the composite scale reflected the content domain, e.g. community college leadership competencies. Assessment of content validity indicates overlap in key aspects of community college leaders' job content" (ICCD, n.d., ¶ 3). To estimate construct validity, ICCD "considered the extent that certain items related to other items of the same concept "(ICCD, n.d., ¶ 4).

An electronic pilot study was conducted prior to administering the final competency survey to LDI participants and supervisors. The purposes of the pilot test were to determine if the survey results conformed to the ICCD subscales and to assess survey administration procedures, including timing and clarity. The surveys were administered via Survey Monkey to participants and participant supervisor volunteers at three other North Carolina community colleges. These colleges were selected because they offered an LDI but were not selected for participation in this research.

Pilot test volunteer participants were asked to complete the competency survey on-line. A total of 21 LDI participants and 14 participant supervisors from these colleges completed the instrument on-line. Analysis of these results was conducted through an exploratory factor analysis. This revealed that pilot test survey responses did not conform to the four factors identified by ICCD. Instead, the analysis revealed that the survey items did not link to the constructs as ICCD had theorized they would. Rather, different and additional factors emerged from the analysis and several survey items cross-loaded on multiple constructs. As a result, it was determined that the survey data were not appropriate for use in inferential approaches. Instead the survey data were subjected to descriptive analysis. This decision allowed the survey data to be used as a contributing element in triangulation with open-ended survey data, interview responses, and other qualitative sources, such as documents and evaluations conducted by the LDI coordinators.

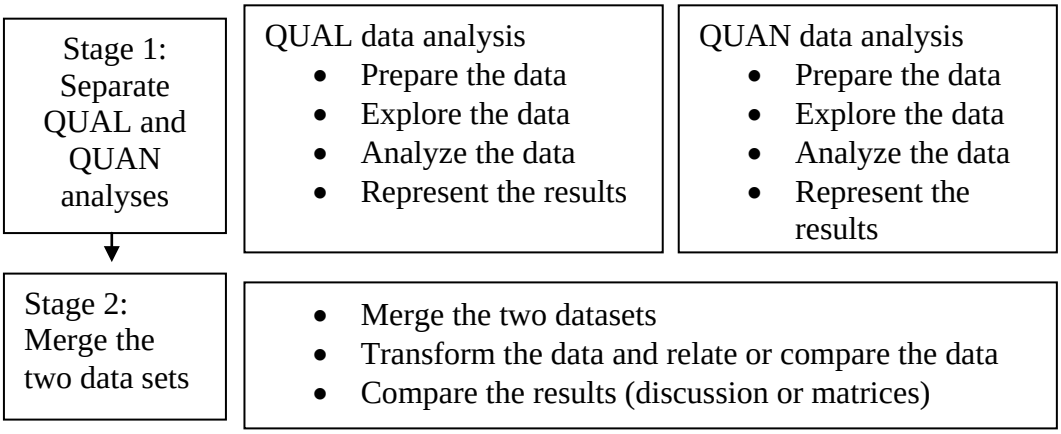
Pilot test volunteers were also asked at the end of the leadership survey to provide feedback about the survey and its administration. Fourteen LDI participants and five participant supervisors contributed feedback through the completion of a Survey

Assessment Form (Appendix H). This form asked them to provide information about how long it took to complete the survey and the appropriateness of the survey's length and focus. Other questions asked if the survey was one they would be likely to participate in and to provide feedback on the advisability of using series of methods recommended (Dillman, 2002) to enhance survey response.

Feedback indicated that the pilot survey was completed in less than 20 minutes or less by all but one respondent. Seventeen of the 19 respondents indicated that the survey length was just right and that they would be likely to complete the survey if requested to do so. Comments on the survey focus identified an interest in the subject as well as the need for greater clarity in survey instructions. The feedback on survey enhancement techniques emphasized the importance of receiving an email from a college official announcing the survey prior to receiving the survey link, receiving a personalized email rather than an email sent to a group, and receiving clear instructions for how to access the survey. These results were used to finalize the survey and procedures for its administration prior to its distribution to the LDI study participants.

Data Analysis

Data analysis approaches chosen need to be appropriate to the design being implemented. Creswell and Plano Clark (2007) have identified five basic steps for data analysis in a mixed methods study, (a) preparing the data for analysis, (b), exploring the data, (c) analyzing the data, (d) representing the data analysis, and (e) validating the data. The procedures for accomplishing these basic steps differed for quantitative and qualitative research and each are described in more detail below. These five basic steps are organized into two stages of activity and are depicted in the Figure 3.6 which follows.



(Adapted from Creswell and Plano Clark, 2007)

Figure 3.6 Concurrent Data Analysis Procedures

Creswell and Plano Clark (2007) suggested four general guidelines "that can help in mixed methods data analysis" (p. 135). First, they prescribe "separate initial data analysis…for each of the qualitative and quantitative databases" (Creswell & Plano Clark, 2007, p. 136). For qualitative analysis in this study, the major steps included coding, theme development, and determining "the interrelationship of themes" (p. 136). Quantitative analysis steps include reviewing and preparing the data and conducting descriptive statistical analyses as appropriate.

The second process guideline involves merging the two datasets to develop a complete picture of the data. Third, once the data are merged, the researcher was able to focus on questions critical to the concurrent triangulation design:

- To what extent do the quantitative and qualitative data converge? How and why?
- To what extent do the same types of data confirm each other?

- To what extent do the open-ended themes support the survey results?
- What similarities and differences exist across levels of analysis? (Creswell & Plano Clark, 2007, p. 137).

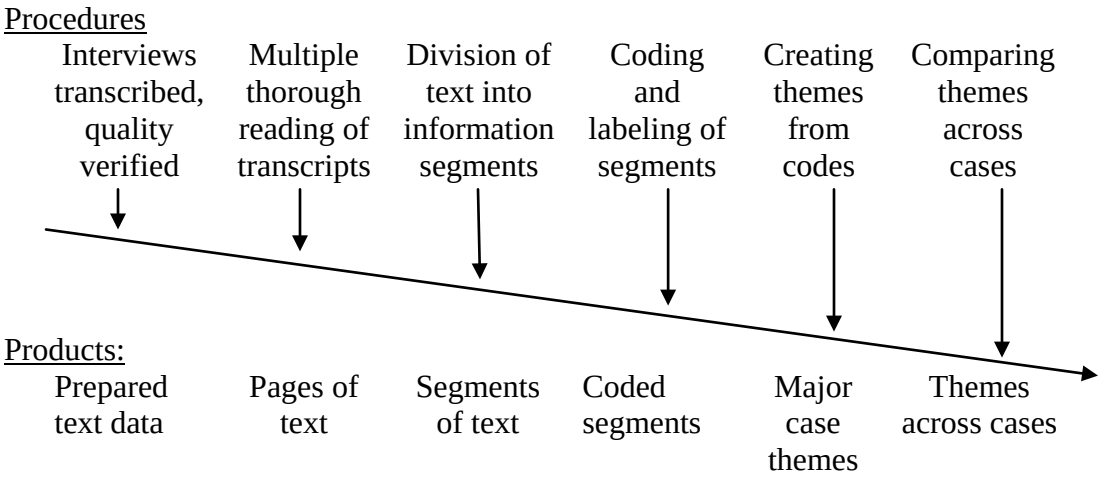
The final guideline described the choices confronted by the researcher during the merging process. Two fundamental approaches, both with inherent challenges are possible. They consist of data comparison after transformation to comparable forms or data comparison without transformation. Comparison without transformation was the approach followed in this study.

Qualitative Data Analysis

Creswell (2005) describes the following steps commonly used in analyzing qualitative data: "…qualitative researchers first collect data and then prepare it for data analysis. This analysis initially consists of developing a general sense of the data, and then, coding descriptions and themes about the central phenomenon" (p. 231). Creswell (2005) describes qualitative analysis as an interpretive form of research based on its inductive nature. He says this analysis proceeds from examining detailed information to developing general codes and themes. Through a duality of simultaneous and iterative analyses, the qualitative data analysis in this study involved developing a detailed description of each LDI case.

With multiple cases, Stake (1995) suggested that analysis can be performed on two layers: within each case and across the cases. Depending on the data collected and the nature of the case study environment, analysis of data can be either conducted in two ways: (a) as a comprehensive analysis of the entire case or (b) an embedded analysis of a specific aspect of the cases (Yin, 1994). For the interview data collected for each case in

this study, a comprehensive and iterative approach was used Figure 3.7 below depicts a visual model used for the analysis of interview data.



(Adapted from Creswell, 2002)

Figure 3.7 Qualitative Data Analysis Model

In this study, each of the selected LDI cases was first analyzed for themes within each case. Subsequently, all the cases were analyzed for themes that were either common or different. Themes were organized around the major LDI programmatic elements of planning, developing, delivering, and strengthening the program (Jeandron, 2006). In addition, outcomes for participants and institutions were analyzed and related to the programmatic elements of each LDI.

Much like data from interviews, documentary evidence was also organized into major themes, categories, and examples. May (1997) described criteria for evaluating the quality of the evidence available through an analysis of documentary sources, including authenticity, credibility, and representativeness. While there was only one cycle for the collection of documentary evidence, repeated cycles of noticing, collecting, and thinking

about the documentary evidence as recommended by Seidel (1998), were completed during the data analysis phase. This approach ensured clarity in establishing the meaning of the documents and their contribution to a comprehensive picture of each LDI case. Analyzed in this way, documentary data strengthened the quality of research findings, enhanced validity, and improved the possibility of generalization or extrapolation (Bryman, 1989; Hammersley, 1996; Strauss & Whitfield, 1998).

Quantitative Data Analysis

In this study, analysis of survey data was conducted by following five basic steps, depicted in Figure 3.8 below, which were adapted from Creswell & Plano Clark (2007).

Step	Quantitative Procedure
Preparing the data for analysis	Cleaning data and by assigning numeric values
Exploring the data	Visually inspecting the data Identifying missing data and correcting data set
Analyzing the data	Choosing appropriate statistical test Conducting descriptive analyses Analyzing data to answer appropriate research questions Reporting descriptive results
Representing the data analysis	Developing statements of results and tables Developing results text and tables
Validating the data	Comparing the data with qualitative data

(Adapted from Creswell and Plano Clark, 2007)

Figure 3.8 *Quantitative Data Analysis Steps*

The steps included preparing the data for analysis, exploring the data, analyzing the data, representing the data analysis, and validating the data. In preparing the data for

analysis, survey responses were converted from text consisting of responses ranging from strongly agree to strongly disagree to numerical values ranging from five to one. Once this data preparation was completed, the data set was visually examined to identify missing data and errors. While no errors were recognized, two kinds of missing data were identified. The first consisted of occasional empty cells, as many as one, two, or three per respondent, in an otherwise complete set of survey responses by a respondent. In order to identify a value to insert in these empty cells, the mean of responses for each survey item was calculated. This was done for each of the two subsets of survey study participants, LDI participants and LDI participant supervisors, at each of the three LDI site colleges. The calculated mean value was then inserted for the missing values among the otherwise complete survey responses. The calculated means were inserted for a total of 14 missing survey responses or less than 1% of the total responses contained in the entire data set. The other type of missing data occurred when survey respondents completed most or all of the pre-LDI elements of the survey but failed to complete most or all of the post-LDI survey items. These eight incomplete survey responses were excluded from the subsequent data analysis.

Once the data to be analyzed was established through data preparation and exploration, the next step involved selecting the appropriate statistical test. Due to the previously reported results of the factor analysis of pilot test data, descriptive statistics were chosen to explain the basic features of the data in the study and to contribute to answering Research Question # 2.

Survey responses from each college were analyzed independently since the population and program characteristics at each LDI site were demonstrably different.

Analysis consisted of computation of mean pre- and post-LDI scores for participant and participant supervisors at each of the three colleges. Results of these statistical analyses are reported in tables and text in Chapter Four validated through comparison with qualitative data collected from open-ended survey questions, interviews, and documents in Chapter Four. All statistical analyses of the survey data were conducted using the statistical analysis software, Statistical Package for the Social Sciences, Version 16.0: SPSS Base (SPSS).

Merging Data

In a triangulation design, the researcher merges the two datasets in order to develop a complete picture of the information gathered. This data integration is necessary to address the mixed methods research question and purposes (Creswell & Piano Clark, 2007). Two data merging techniques, data comparison after transformation to comparable forms and data comparison without transformation, are possible. The comparison without transformation was the approach followed in this study.

There are two fundamental comparison procedures for merging the data results of the quantitative and qualitative data, through the development of a matrix or in a discussion section of the study. The latter approach, data comparison through discussion, was utilized in this study. Specifically, statistical results are reported and then integrated with thematic information such as narrative or other descriptive information. The narrative describes how the two data types do or fail to confirm each other. The discussion focuses on highlighting the comparative results from the two datasets.

Conclusion

This chapter presented the various research methods used to investigate each of the four research questions. Quantitative and qualitative data collection and analysis procedures to be used in this mixed methods approach were described. In addition to describing data collection methods, instruments, and protocols, the chapter also provided a detailed description of the analysis and merging of each type of data.

CHAPTER FOUR: RESULTS

The purpose of this study was to describe the planning, developing, delivering, and strengthening elements, and individual and institutional outcomes of three selected campus-based community college employee leadership development programs. A concurrent mixed-methods data collection approach was used to gather information about the community colleges and their programs, participants, program coordinators, and sponsors. The intent of the research was to add to the greater body of knowledge by providing an in-depth understanding of several internal community college leadership development programs, referred to herein as LDIs.

Participants in the study included full-time faculty and staff volunteers at three community colleges, Carteret Community College, Morehead City, NC, Guilford Technical Community College, Jamestown, NC, and Pitt Community College, Greenville, NC. The colleges participating in this study, Carteret Community College, Guilford Technical Community College and Pitt Community College, are all part of the North Carolina Community College System (NCCCS), and share some similarities in governance, programs, funding, and history. However, they also have many unique community and institutional characteristics, which are reflected in the composition and conduct each of their leadership development programs. A total of 130 faculty and staff from these colleges participated in on-line surveys and 41 participated in face-to-face interviews. In addition to on-line surveys and face-to-face interviews, findings reported in this chapter were derived from document analysis and follow-up emails.

Chapter Four findings were guided by the leadership program framework developed for this research from a report published by the AACC (Jeandron, 2006) and

complementary research conducted by Hull (2005), Prevatte (2006), Hull and Keim (2007), and Neal (2008). The findings for each college were organized around the following research questions:

1. What programmatic elements were included in the planning, developing, delivering, and strengthening phases of each LDI program?
2. What perceived leadership development outcomes for participants are attributed to their participation in the LDI program?
3. What perceived outcomes for the each college are attributed to their LDI program?
4. How did the LDI programmatic elements relate to perceived leadership development and organizational outcomes?

These questions were also used to shape a comparison of results across the three LDI cases.

A Hybrid Leadership Program Framework

Following its 2005 study of college, district, and state grow-your-own (GYO) leadership programs, the American Association of Community Colleges (AACC) published *Growing Your Own Leaders: Community Colleges Step Up* (Jeandron, 2006). The publication provided an overview of 23 community college leadership programs and was organized along four core themes for planning, developing, delivering, and strengthening activities. Within each of these broad categories of program characteristics, Jeandron (2006) suggested additional criteria for designing and assessing community college leadership programs. Further research reported by Hull (2005), Prevatte (2006), Hull and Keim (2007), and Neal (2008) enhanced the program content elements of the

AACC program rubric. Neal's (2008) study also resulted in the development of a five part analytic platform. The analytic platform was further explained through twenty subcomponents which provided additional reference points for crucial leadership program content, structure, and activities.

From these studies, a hybrid leadership program framework was developed to explore the planning, developing, delivering, and strengthening elements of each of the college programs. Table 4.1 below describes the program elements and characteristics which were considered for each leadership program included in this research.

Table 4.1

Hybrid Leadership Program Framework

LDI Program Elements	Characteristics from Literature	Hybrid Framework Elements
Planning the Program	Choose a home base	Coordinator Organizational placement
	Identify an administrative champion	Sponsor
	Establish LDI mission	Program impetus mission and purpose
	Set program parameters	Program goals, length and setting Cohort size Contact hours Program frequency and timing
	Identify funding; dedicated budget	Funding source(s) Budget
	Resource sharing to support program	College and community resources for delivery
	Assessment of needs and talent	Institution and participant needs

Developing the Program	Publicize the program	Paper and electronic communications Meetings and word-of-mouth
	Creating buy-in	Participant commitment Leadership commitment Promoting leadership benefits and opportunities
	Interpersonal benefits	Self-assessment Job and career enhancements
	Mentoring	Mentoring expectation, structure and training
	Application process	Application method Role of supervisor
	Program admission criteria	Target group Eligibility
	Participant selection	Qualifications and selection criteria Application review Role of human resources Final decision
	Diversity	Stated diversity goals
	Developing the curriculum	Procedures College needs Participant needs Role of sponsor, coordinator, cohort and past participants Selecting program content
Delivering the Program	Content	Program topics
	Methods	Delivery methods employed Assessment instruments Supplemental readings Mentoring Projects
	Technology	Use of technology in delivery
	Personnel	Speakers, facilitators and presenters

Strengthening the Program	Program longevity	Institutional commitment Alumni activities
	Evaluation	Evaluation purpose, elements, timing, and procedures Measuring program completion Measuring program effectiveness Analyzing evaluation data
	Modify the program	Structural changes Content changes Administrative changes
	Reward and celebrate success	Within the cohort Formal and public Informal

This hybrid framework guided the development of interview and survey questions and document review criteria, and was used to organize the following presentation of the data collected. It was also used to frame the description of the three LDI programs under study.

Jeandron (2006) provided a starting point for considering the importance of community college leadership development programs, “As in many fields, community colleges are seeing an increased rate of retirement among their leadership as the workforce ages. In response to the trend colleges must find ways to increase the field of upcoming leaders” (p. 7). Another motivation for developing and implementing community college-based leadership development programs beyond compelling Baby Boomer demographics is the desire to “provide general preparation for internal candidates to advance into mid-level or high-level positions at the institution” (p. 7). She described a further impetus for launching the programs as the need to “encourage program participants to interact with leaders, understand self as a leader, gain broader

perspective on issues, work collaboratively, and acquire specific leadership skills" (p. 8), and to more fully and effectively implement the institution's strategic plan (Jeandron, 2006). The goal of this chapter is to describe how three community colleges have responded to these challenges and opportunities.

Faculty and staff leadership development programs planned by and implemented at three community colleges in North Carolina have focused on these objectives and others over the past decade and a half. The three colleges and their leadership development programs are described in this chapter.

Developing a deep and broad understanding of community college leadership development programs was a primary focus of this study. The development and application of the previously described hybrid framework for examining these programs has provided an analytical foundation for this study and was related to the stated research questions. Direct quotations from participants in this study were included throughout the narrative of this chapter in order to accurately and clearly articulate their views and feelings about the leadership development program experience at their college. Following an introduction to each college and its program, this chapter provides results for each of the research questions for each program and a comparison of findings across the three cases.

Carteret Community College

Carteret Community College (CCC) is one of 58 public community colleges comprising the NCCCS. Authorized by the North Carolina State Board of Education in July, 1963 as the Carteret County Industrial Education Center, CCC was first known locally by the acronym IEC, (Roughton, n.d., p. 9). The IEC was established to operate

for a two-year period as a unit of Wayne Technical Institute (WTI) in Goldsboro, after which funding and independent status could be sought. In October of 1967, the Carteret Unit of Wayne Technical Institute was redesignated as Carteret Technical Institute (CTI) to be operated by the Carteret County Board of Education independent of WTI.

CCC has occupied its current location on Bogue Sound in Morehead City, NC, since 1972. From its initial single full-time program offering in marine engine technology (Roughton, n.d., p. 10), the college has grown to offer a wide-range of educational, technical, and vocational programs in over 30 disciplines. According to the NCCCS report of unduplicated headcount for 2008-9, the last fully documented school year, Carteret Community College, enrolled 2,410 students in curriculum programs and 6,242 others in continuing education offerings (NCCCS, 2009). A total of 167 full-time staff was employed by CCC during that year, including 65 faculty, five senior administrators, 42 staff and 13 technical/paraprofessional employees.

The Leadership Development Academy (LDA)

LDA History

Planning for the initial Leadership Development Academy (LDA) at Carteret Community College began during the 2003-4 fiscal year. Midway through the spring semester, due to the cancellation of a NCCCS funding reversion, CCC President, Dr. Joseph Barwick, found an unexpected surplus of funds. As a way to productively use these assets, he solicited proposals for funding professional development activities from faculty and staff, particularly targeting participation in the May 2004 International Conference on Teaching and Leadership Excellence sponsored by the National Institute

for Staff and Organizational Development (NISOD) in Austin, TX. As Dr. Barwick recalled:

> I sent out a general call to the faculty [indicating] that anyone that would make a proposal to [attend] NISOD could go and we had twenty-some go that time. And it was probably one of the biggest and best shots in the arm that…I was ever able to give this faculty.

Barwick further recounted that while at the conference, "Our faculty and staff were forming relationships with each other that they had not had before …and they were all just energized." After one of the conference sessions, a faculty member, who later became the LDA Coordinator at Carteret, provided the impetus for the program when he told Barwick, "We can do this back home. We can create an environment where people share and learn and grow."

After returning from the NISOD conference, the dialogue about the potential for a college-based enrichment program continued. The discussions focused on how to cultivate a new organizational development resource for CCC. Barwick recalled "…talking about how this college really needed to advance and that was going to take everyone." He said, "We just needed to advance out of those [old] paradigms and start thinking of other ways of doing things."

Dr. Barwick indicated that CCC leadership was aware that programs were being developed at other colleges, and that "Johnny Underwood [soon to become LDA Coordinator] had a lot of skills in…curriculum development and seminar presentations." With Barwick's encouragement, Underwood prepared a leadership program proposal, which he described as "the major element in a broader self-improvement initiative for the

college.” In response, the college created a new position, pulling him out of the classroom for part of his load so that he would have time to devote to the LDA. Underwood, a sociologist, went from a full-time 18-hour teaching load to a half-time teaching and half-time professional development role.

LDA Focus

Barwick described several guiding principles for the Academy program he charged Underwood with developing. He referred first to the importance of “breaking down those real or imagined barriers between faculty and staff and between other groups and levels at the college."A second emphasis was on professional growth for succession planning. While providing no guarantee of career advancement, LDA participation would “mean that you would be seen as an asset and as a participant in the overall college culture, [so] your value would go up considerably.” A third principle sought to enhance the involvement of faculty and staff in improvements at the college. Barwick emphasized the importance for college employees to “play a larger role [at the college] whatever their position.”

LDA Program Model

Barwick indicated that while he had no specific program model in mind when he envisioned starting the Academy program, he did have a cultural change he wanted to target. He wanted to “break down interdepartmental barriers” and “encouraged association in a social context” and charged Underwood with ensuring interaction across units and levels.

Building on his experience as a program participant and facilitator, the North Carolina Community College Leadership Program (NCCCLP) served as a model for

structure and content in planning the CCC Leadership Academy. Underwood emphasized the desire to develop a "year-long model." He said, "It was an elongated program, but that was intentional because we wanted people to be able to process the information in between the meetings and the sessions and not just give them a bunch of information at one time."

The LDA program, consisting of social and training oriented activities that were highly interactive, was organized to establish and support a cohort of new and developing leaders at CCC. Underwood said this approach was selected, "So that by the end of that process those people are bonded together." He continued to describe the importance of creating a cohort, saying "The important thing was not just that they learn about how budgets are developed. The real value is the dynamic that develops in a group as it goes through those experiences and that is a long term thing."

The CCC LDA accepted its first cohort of 24 participants in the fall of 2004. Over the next three years, 49 other faculty and staff completed the program through the end of 2007-8 when the program was suspended due to a change in college leadership and a significant restriction in college funding.

Research Question # 1 - Carteret Community College

What programmatic elements were included in the planning, developing, delivering, and strengthening phases of the Leadership Development Academy at Carteret Community College?

Data on the planning, developing, delivering, and strengthening of the CCC LDA were derived from several sources of information. A series of interviews with participants, participant supervisors, including some who also served as members of the

LDA planning committee, and the Coordinator and Sponsor were conducted face-to-face during a two-day site visit. In addition, over 100 pages of documentary evidence was collected, reviewed, and analyzed.

Planning the Leadership Development Academy

The initial planning of the CCC program was based on an adaptation of the NCCCLP which was accomplished primarily by Johnny Underwood, LDA Coordinator and Director of Leadership Development at CCC. He described the adaptation as focused on making the program appropriate and relevant to the needs and conditions at the college. He said, “We just didn't do what somebody else did. We took [the NCCCLP] model, and…we made it our own, and I think that was the crucial part of us being successful.”

For the inaugural year, 2004-5, program planning was led by Mr. Underwood and supported by two Co-Directors, who were selected from among the CCC faculty and staff, and approved by the college president. In subsequent years, other graduates of prior CCC LDA programs were involved in LDA planning as either the Lead Director or one of the two Co-Directors.

> The CCC LDA program was organized around the following mission statement:
>
> In keeping with the vision and mission of Carteret Community College, the CCC Leadership Academy will train staff and faculty in leadership development modules to better serve the students and community of Carteret County. Continuous improvement of our services and programs at CCC centers on our ability to have well trained and enthusiastic leaders in positions at all levels of service in our college.

LDA planning was further organized to accomplish a series of stated programmatic goals, including creating a dynamic in-house leadership opportunity for staff and faculty, increasing teamwork and collaboration among staff and faculty, and promoting opportunities to network with CCC colleagues. Other leadership development goals included strengthening leadership skills and providing a diverse pool of qualified community college leaders. Two other programmatic objectives published in LDA promotional literature were an increase in employee retention, improved morale, and to have fun.

The programmatic model for the LDA consisted of an opening one and one-half day retreat session, six day-long topically focused monthly workshops, and a closing one and one-half day graduation and celebration retreat. All of these sessions were held away from the CCC campus and participants were expected to stay overnight at the location of the two retreats. The content for the Academy sessions was mostly similar from year to year with slight variations in monthly session topics and presenters occurring during the four years of the program's operation.

The opening retreat, held in September of each LDA program year, began just after lunch on the first day and ran until mid-afternoon of the second day. The retreat program agenda focused on introducing the topic of leadership to the participants, building a sense of team among the participants, clarifying program expectations Academy expectations and guidelines, and engaging participants in self-exploration. The latter objective was accomplished through the use of the Myers-Briggs Type Indicator (Myers, 1980). Monthly sessions, each focusing on one or more topics, were held from

October through March during each of the four Academy years. A celebratory closing retreat, held over one and one-half days, was held in April.

Funding for the program came from sources within the college and community. When the initial planning for the LDA was underway, the secured a commitment from a business in the community to provide start-up funding for the program in exchange for developing a counseling program for them. Underwood said he "…came up with the idea that if they would donate money to the leadership program of the college, I would start a grief support process for their funeral home."

Additional funding for the Academy was provided by the Carteret Community College Foundation, as well as through the collection of a nominal registration fee from the participant's department staff development budget. There was also a small annual allocation of funds from the college operating budget. In 2007-8, the most recent year of the program, the total LDA budget was $6,500. Program costs paid from that budget consisted of facilitator and trainer professional fees, facility, meal, and lodging expenses for off-site events, and programmatic supplies and materials.

Planning for the Carteret LDA considered all of the elements described by Jeandron (2006). The faculty-administration partnership, between Mr. Underwood and Dr. Barwick, provided a healthy foundation for program planning. Unusually creative methods were selected for funding the program, obtaining senior leadership and administrative buy-in, and sharing resources for program development and delivery. The Carteret program was successfully planned as an adaptation of the North Carolina Community College Leadership Program model to meet the perceived needs and interests

of a single college audience. An overview of the planning elements of the CCC LDA appears in Appendix I.

Developing the Leadership Development Academy

Once a decision was made to implement the LDA plan at CCC, the Coordinator led an awareness building and publicity campaign. Those efforts were targeted at building buy-in from college leaders as well as creating interest among potential participants. Underwood referred to his approach as "internal marketing," and catalogued a number of promotional and recruitment activities. In addition to making announcements at "big college events and department staff meetings," he said the LDA team "had a brochure created and sent it out to everyone at the college." LDA representatives also met with college division directors…and "with our two internal leadership bodies, one for the general staff team and the other, the faculty executive committee."

These promotional efforts for the LDA program began just before the end of the 2003-4 academic year. When the program first began Underwood said, "Nobody knew about it." In subsequent years, he said there was more interest in the program and "People were asking for applications, and seeking information about when we were going to accept them." He said this demonstrated how "the program was becoming successful and that we were beginning to achieve our goals. It really started to change the culture, the climate of the college."

The LDA application process was very straightforward and uncomplicated. The program admission criteria began with the requirement that the applicants be full-time faculty or staff. In addition to applicant name, title, department, and supervisor, the paper application form asked for the number of years of service in the NC Community College

System, and a listing and description of prior leadership programs the applicant had attended.

Applicants were also expected to satisfy other requirements. First, they had to craft a short paragraph describing “something personal about yourself and one personal or work related goal you are striving to achieve.” They were also asked to explain why they wanted to attend the LDA. In addition, they were required to meet with their supervisor and discuss their application, verify they understood the program time commitment, and that their department would be responsible for paying the registration fee if their application was successful. Supervisors were asked to endorse the application with their signature and to provide a recommendation for their employee applicants.

The Coordinator described teachability as an important selection for program participants, explaining that the LDA organizers wanted employees in the program who really wanted to learn. Another element was consistent with the notion of leadership at all levels, one of the axioms for the program. Underwood explained the LDA planners were seeking involvement among “people that self-identified as a leader.” He said they were looking to involve CCC employees who said, “I'm not just a maintenance person or…a faculty person. I am a leader…a representative of the college.” He concluded, “We looked for people who really fit that [description], who were teachable, and wanted to contribute to the college.”

Supervisor encouragement and recommendations also played a big part in the selection of LDA participants. Underwood described how supervisors identified their employees as having leadership potential or as someone in need of leadership development. This fit well with Underwood’s stated desire to work with people “who

were interested in becoming a better leader, a better person." In summary, he said, "We couldn't guarantee somebody was going to get any kind of promotion. But what we could say is you are going to get skills that will help you become a better leader, no matter what level you work on at the college."

The LDA leadership team was responsible for reviewing the applications, supervisor recommendations, and applicant goals and program expectation statements. During the first couple of years, there were more applicants than slots available in the program. However, as the program evolved and the number of employees who had participated increased, sufficient slots for all qualified applicants became available.

Underwood said the LDA committee did not "strategically target people or positions." Nonetheless, he said "We had diversity with men and women and with color as best we could, considering our college and community demographics." Underwood said the LDA organizers sought to have broad participation and described a "rule that we had to have as equal a number as possible of staff and faculty participants." The program involved a highly diverse mix of staff and faculty representing nearly every department in the college during its four years of operation. For example, in 2006-7, 20 employees from fourteen areas of the college were enrolled in the Academy.

The final element in the developing phase of the LDA involved deciding which leadership development topics to cover in the program. In addition to information from participant applications and supervisor recommendations, and observing participants in the opening sessions, the LDA planning team also collected participant information as the basis for defining the LDA curriculum. Using a "Participant Information Sheet," participants described their primary job responsibilities at the college, greatest strengths

or gifts, areas they would you like to see self-improvement in, and free time or hobby activities. They were also asked to share something about themselves but not known to others for use in an ice breaker exercise.

Initially, Underwood admitted he "took on a very strong leadership role in that due to my background in leadership training and with my knowledge of the literature." As a result, he initially created a vision of what the program could look like. Subsequently the LDA team members built on that vision to include what they thought would be essential topics. In their discussions several things rose to the top of the list including team building, leadership styles, personality inventories, communication skills, and various problem solving techniques. Another consideration was ensuring the program was an enjoyable experience. Underwood said, "We also, quite honestly, talked about what would be fun, what would be engaging and what activities could be interactive. That was a big part of our creating the program."

Mr. Underwood led the LDA planning team to establish a successful program model for delivery over an eight month timeframe. The personal publicity and recruitment methods seemed fitting for a small school where communication was relatively uncomplicated. The application and selection processes were appropriate to the size of the cohort and the lent themselves to creating interest and maintaining commitment to the program. While the LDA curricular content was rooted in the state program it was modeled after, Underwood and his team provided apropos customization and content flexibility to meet the changing needs of each year's cohort. An overview of the developing elements of the Carteret LDA appears in Appendix J.

Delivering the Leadership Development Academy

The CCC LDA was delivered annually for four consecutive years, following a consistent schedule pattern and topical focus. A variety of topics were developed and delivered by the LDA committee to cover the skill sets of interest and importance to participants. The topics covered during the two most recent LDA program offerings included, budgeting and funding, college culture and values, communication, conflict resolution, customer service, humor passion and creativity, balancing personal and professional life, diversity, economic development, leadership approaches and theories, and team building.

Curriculum delivery approaches included a variety of techniques, such as reading, lecture, group discussions, scavenger hunts, games, and group projects. The CCC LDA most often gravitated to the use of active learning methods. Underwood explained, “We did a lot of group movement, putting people into teams. Participants really liked the interactive stuff a whole lot more than they liked the talk and chalk or PowerPoint.” LDA curriculum presentation technology was limited to that typically found in a classroom or meeting facility. Program officials frequently used e-mail to send reminders about sessions or to follow-up on evaluations.

A number of facilitators and presenters from within the college and from outside were involved in presentations to the participants. Underwood described their approach as trying to “combine the topic with the best expert knowledge available.” He described when desired expert knowledge not available at CCC, the LDA team would bring in outside resources. Other times we utilized our own resources, which he said, “created some cost savings.” Underwood facilitated the opening retreat and much of the closing

retreat taking advantage of his extensive background in leadership development.

Underwood recalled the limitations of a small program budget spread over a year-long effort. He said, “The most we ever paid anybody was $400 or $500. We just simply could not bust the budget for a $1,000 speaker.” Other resources were obtained trading consulting, facilitation, and presentation time and expertise with other community college resources. In return for their participation in the CCC LDA, outside experts could count on Underwood to provide a similar service for their college. One selling point used to attract professionals from outside the college was CCCs location at the Atlantic shore.

The Carteret LDA delivery was flexible and patterned on traditional professional development workshop strategies. With opening and closing retreats and eight other full-day workshops or training events, the LDA agenda provided both breadth and depth of leadership development topic coverage. The methods used to attract resources also provided exposure to a wide range of personalities, philosophies, and approaches to community college leadership. Delivering elements of the Carteret LDA are summarized in Appendix K.

Strengthening the Leadership Development Academy

The CCC LDA evaluation data consisted of written session by session evaluations, end of program evaluations and discussions, an alumni feedback survey, and ongoing dialogue among participants and program planners. The evaluations focused not only on the presenters but on the content as well. There were individual speakers and topics which were either big hits with the participants, and continued from year to year, or were not well-received and not repeated in subsequent years. However, program

changes made from year to year were primarily made based on the assessment of the needs of the college and participants as was described previously.

Underwood described the LDA evaluation and feedback process as qualitative in nature. He said, “We did not use measurement scales, but after each individual session we did ask for feedback.” They collected information about the impact of the speakers and their topics. According to Underwood, “We really wanted to know was this what you expected. Was this what you needed? And then we always would say, ‘How can you use this?’”

They also wanted to know about practical concerns such as the comfort of the room or facility which resulted occasionally in a changed location for the programs. At the end of the closing retreat, they did an overall program evaluation of the entire year’s experience. Taken together, the individual monthly session assessments and the end of program feedback collection provided a summative evaluation for each program year. A part of the closing retreat involved participants in small group discussions of the things that they had gotten from the program. Underwood characterized this input as “more informal, but I think that was some of the most meaningful feedback. In addition at graduation, participants were offered an opportunity to share their observations and reactions to the Academy experiences.”

In December 2008, following the most recent LDA offering, a survey of Academy graduates who were still employed at the college was completed. Data from 27 respondents about the impact of the program on them and their work, changes in participant work position, continuing professional development needs and interests, desire for a follow-up program, and suggestions for LDA improvements were collected.

Among the themes identified in the feedback were reinforcements of the importance of the LDA, enthusiastic reactions to elements of the current program, including conflict management, overall program organization, and comments about several of the presenters. Suggestions for improvement included specific topics that might be covered in the future, like grant writing and time management, and the need for a follow-up program. The feedback confirmed the view that the program was a valuable experience overall and one which should be continued.

While the core program remained similar from year to year, some adjustments were made to enhance the LDA for each of the four annual offerings. “The important structural pieces were always there. We never changed the retreats, since they were vital to the success of the program. But…we changed topics, we changed speakers, we changed activities, or we changed locations,” Underwood explained. The changes made were based on feedback from participants about prior sessions or an assessment of the LDA group by the program planners. He said “While we made changes in terms of speakers, I cannot think of any major modifications that we made.” Similarly, he advocated for the importance of the core program model and the importance of the beginning and ending retreats. He asserted that “…people need to connect and they need to get comfortable with each other. They need to be able to talk. So, we [provided] time to be together and that is how it all worked.”

Changes being considered for the future include a broader use of technology. Nonetheless, he cautioned about going too far with the use of technology, saying “I do not think we want to lose the intimacy of the face-to-face meetings because that, to me, is the hallmark of the program. He acknowledged that technology can be a valuable training

tool, but he said, “For these soft skills, I don’t think you can do that any other way [than face-to-face] and I don’t want compromise the integrity [of the program].”

CCC LDA program innovations continued throughout its life. For the 2007-8 program, a President’s reception and a new team building activity at the final retreat were additions made by the planners. They also introduced a series of awards given throughout the year to the participants who displayed exemplary leadership abilities and a new topic on professional habits was added. The last program included community partners like the Economic Development Commission and the Chamber of Commerce, a new session on the history of the NC Community Colleges by Dr. Barwick, and all CCC Vice Presidents delivering presentations about their respective areas of responsibility.

The closing retreat typically involved a talk by Dr. Barwick, presentation of a memento for the graduates, such as a leadership book, a certificate of program completion, awards for class groups and individuals, and a nice luncheon meal. A public recognition of the most recent Academy graduates was also a part of the annual college convocation held in the fall of each year.

The interview, documentary, and survey data collected on the planning, developing, delivering, and strengthening of the CCC LDA identified details about and insights into the program. The efforts led by Mr. Underwood and sponsored by Dr. Barwick were very ambitious given the financial and human resources readily available to support it. Nonetheless, a highly popular and apparently very successful program was planned and developed, and satisfactorily delivered for four years at CCC. The quality of the program model, attention to

detail, reflection of best practices, and well-coordinated implementation all speak to the exemplary nature of the LDA initiative. An overview of the strengthening elements of the Carteret LDA appears in Appendix L.

The planning, developing, delivering, and strengthening elements of the Carteret Community College Leadership Development Academy were the focus of the first research question in this study. In the preceding section, a detailed overview of the CCC LDA, a successful program adaptation of the NCCCLP model was provided. This description, organized according to the hybrid framework developed for this research, catalogued the efforts of an extensive and comprehensive program. The LDA was designed to satisfy the initial vision and purpose for the LDA and to meet the needs of the institution and participants and prepare them for opportunities for leadership service at CCC.

Research Question # 2 - Carteret Community College

What perceived leadership development outcomes for participants are attributed to their participation in the Leadership Academy at Carteret Community College?

Leadership development outcomes were broadly defined in the CCC Academy program mission to include training "to better serve the students and community of Carteret County" and to achieve "continuous improvement of our services and programs at CCC." These outcomes were viewed as resulting from the college's "ability to have well trained and enthusiastic leaders in positions at all levels of service in our college." Consistent with this broad definition of leadership development, a range of data collection resources were focused on eliciting information about the LDA program experience.

Leadership development outcomes for participants attributed to the LDA were primarily gleaned from open-ended survey responses and interview comments by participants and participant supervisors, document reviews, a follow-up survey of past participants completed by the LDA Coordinator in December 2008, and selected interview comments made by the LDA Coordinator and Sponsor. Quantitative survey data on leadership competency ratings were also examined to establish triangulation of the qualitative data. Participants and supervisors who responded to the on-line survey rated LDA participants on each of 33 leadership behaviors before and after the LDA program. Examinations of the mean leadership ratings by LDA participants and supervisors, which appear in Appendix M and N respectively, provide support for the qualitative themes and are also described below.

Impact on Participants

Among the important questions surrounding LDA benefits are indications of the outcomes derived by program participants. The on-line survey and interviews of LDA participants included questions which sought to identify the 'best part' of the program and most positive outcomes derived from LDA participation. CCC participants most frequently identified networking and establishing new and broader relationships as the best part they ascribed to the LDA experience. In addition, participants attributed enhanced assertiveness, self-confidence, and self-worth, and improved stress management to their program participation. In addition to learning more about leadership skills, theories, and styles, LDA participants also described enhancements of their knowledge of the college, the community it served, and the North Carolina system as attributable to the program.

As a means to further explore participant outcomes, CCC LDA participants were asked to describe which parts of the Leadership Academy program they were most readily able to apply in their workplace. Several similar themes were observed in the responses to this line of questioning. The first, developing an understanding of how to lead regardless of title or position, was described by one participant as helping them "recognize that I could be a leader where I was that I didn't have to be the director of the program…that I could lead from the bottom up." He said it "was probably a good lesson for me and…it was a confirmation to me that this was where I wanted to be."

A second benefit was described as developing knowledge of who to call to resolve challenges or to enable taking advantage of opportunities on campus. Labeled by some as the networking benefit, this outcome was described as involving "co-workers across campus, a mixture of the campus people, the instructors, a variety of people and learning how each related to the students and…to my job." Another participant said knowing the right people helped to "speed up a process" and helped them identify "what type of resources you can use to make things run a little smoother." As a result, participants were also able to make better referrals to help solve student problems.

The third area of improvement involved developing improved skills in working with different people. For some, this was carried back to their office or classroom. One staff member described how discussions during LDA sessions led to an improved understanding of other perspectives and procedures. He described how "one person interpreted things one way and another person interpreted them another way. Sometimes we were at completely opposite ends of the continuum." For this participant, the LDA experience allowed him to "listen to everybody and realize that my way was not always

the right way or the best way. Now I'm more receptive and I listen better …than I did before." For example, one faculty member took the diversity exercise back to their classroom, using it with "nursing students during their first semester."

Participants also described how the Leadership Academy program experience had impacted them on a personal level. For instance one participant commented, "I just gained more confidence," and "I feel more confident and when I make decisions and when I talk …to people because I now know that I have the information." Another described her insight as knowing that "You can only be you." Similarly, another said, "I think it's helped give me some motivation to speak up for myself and …to respect everyone's individuality." Another LDA graduate described the impact, saying, "It has taught me how to be a better person and how to share my knowledge with other people."

Several other participants also described the carry-over of the program to their personal lives. One said, "It taught me things about myself that I wasn't aware of." A woman said, the program, "helped me grow personally, especially with my husband." And a third participant, a man who had never been through a program like this before, said, "It made me look differently at my family…at my finances…at the community." Another summed-up the impact, saying, "Personally, it really did help me to…see a lot of myself and see a lot of…the things that I was lacking and …to start growing." A student affairs professional summed up the impact of the LDA for many when he said, "It gave me the tools that I needed to be able to be more effective here."

In the December 2008 survey, LDA graduates were asked to cite specific examples of how the LDA experience assisted or impacted their work. A wide range of examples were provided, such as "It has made me realize just how much a supervisor has

to do behind the scenes," "I am more confident in myself and in what I can accomplish," "I now know who to call to help a student," "I gained speaker contacts for my classes," and "It has helped me foster a more positive and productive work ethic." Other comments included "I no longer work every night and on weekends because I better utilize my time at work," "It helped me implement improvement plans for my employees," "I have better insights into the type of person I am," and simply, "I am a better employee."

Participants were also asked to describe how the Leadership Academy program experience impacted their career advancement or may do so in the future. A 2008 LDA participant suggested that the LDA experience had given him a better idea of what leadership was and an expanded understanding of values and ethics, which he felt would help in his career.

One participant said, "Well as you see I'm not a receptionist anymore and I think it will benefit me more in the future." A second participant answered, "My job is different now from what it was. I've moved up a little bit so it helped in that regard." Another participant described how skills enhancements he attributed to the LDA program, such as enhanced confidence and improved communication skills, helped to develop a revised job description and to negotiate an upgrade to a different job category, with increased pay.

A participant from the nursing faculty took career development inspiration from her observation of another participant she met during the program. She said, "I was able to see everything that she had going on - work full time, going to school on-line and still able to be successful. So it was encouraging seeing that other people were doing all these other things and successfully completing them and taking on leadership roles too."

Another participant now felt that she might now be more competitive as a candidate for her supervisor's job, opening soon due to retirement. Yet another described the impact as developing "the ability to learn and to work with different types of people in any profession or any position or at any institution or organization." A third participant, a recent college graduate, described the benefit as being prepared to compete with the appropriate skills, knowledge, and attitude. The overall career impact was described by another participant as resulting in "more confidence in myself." As a result she felt "able to apply for my current position as an instructional technologist here and…complete my master's degree."

The prominent leadership development themes identified by participants in their interviews are summarized in Table 4.2 below.

Table 4.2

LDA Participant Leadership Development Outcomes Reported by Participants

Category	Reported impact
Readily applicable at work	Co-worker relationships improved, better co-worker, better supervisor Enhanced campus-wide network of contacts and resources Learned to 'lead from the bottom-up' Enhanced communication, presentation skills Understanding of leadership styles Used exercises in classroom Practice Fish approach to customer service
Personal impact of program	Empowering; enhanced assertiveness and self-confidence Became more effective in group settings, with diverse people Established commitment to professional development Improved relationships at work and home

Career enhancement	Enhanced understanding of leadership Able to get promoted, get job reclassified Able to compete for future openings Saw others as role models, motivated to do more Improve understanding of college Makes me a more well-rounded person
Overall impact	Learned how to make more and more productive connections Knowledge of campus dynamics Able to take on campus leadership role (e.g., committee)

Participant supervisors and the LDA Coordinator and Sponsor were also asked to describe how participation in the LDA had impacted CCC participants. Among the changes observed were employees demonstrating more willingness to participate in activities at the college and taking the initiative to assume a leadership role. The establishment and use of wider and more productive networks and the development of broader perspectives about the institution were also noted. Employees were seen as "more knowledgeable," "empowered," "interested in long-term professional development," and "more well-rounded" as a result of their LDA participation.

The prominent leadership development themes identified by the LDA Coordinator, Sponsor, and participant supervisors are summarized in Table 4.3 which follows.

Table 4.3

LDA Participant Leadership Development Outcomes Reported by Others

Source of report	Outcomes reported
Reported by Coordinator	Gained knowledge Improved leadership, communication and presentation skills

Reported by Sponsor	Better able to compete for opportunities Build alliances and resources all over campus
Reported by participant supervisors	Enhanced network of college contacts More willing to participate in college activities More collaborative in problem solving Takes actions to make things better

Responses to the 33 item competency survey by 14 participants and six participant supervisors provided additional support for the leadership development outcomes reported above. Mean LDA participant self-assessment ratings of their leader behaviors following the LDA increased from pre-program ratings on 32 of the 33 variables. Average LDA participant supervisor ratings of leader behaviors for participants they supervised increased from before the program to after the LDA for each of the 33 variables. Several of the variables, rated higher by participants and participant supervisors after the LDA, were found to be consistent with the major qualitative themes reported previously, and are described below.

Supportive of the theme of participant outcomes related to leadership knowledge and skills development were higher post LDA ratings on decision making (V2), communicating a leadership vision (V26), and courage in risk taking (V29). The second major theme focused on outcomes related to improvements in understanding the college, the community it served, and the state system it operated within. Consistent with that outcome were higher mean post-LDA assessments for alignment of goals and objectives (V5), accountability (V6), and funding (V8). The third theme of participant outcomes involved identifying and working more effectively with networks of contacts and resources. Survey responses related to this outcome include higher post-LDA ratings on

teamwork and innovation (V4), matching message to audience (V11), listening (V12), collaboration (V17), networking (V 19), and awareness of cultural impacts (V30). The final group of survey results which were similar to the previously reported participant outcomes described personal impacts and included high post LDA scores for public speaking (V13) and managing stress (V28).

The leadership development outcomes for participants were varied and profound. Improvements were seen at home and work and were demonstrated in career advancement, stress management, and self-confidence outcomes. For some, the LDA experience was among the most significant of their professional lives. Recognized by participants and supervisors alike, leadership development among leaders at all levels was attributed to the LDA experience. These leadership development outcomes for both faculty and staff participants, from nearly every department and personnel level at the college, were described with personal and emotional impact. From the perspective of participant outcomes, the Carteret LDA must be considered as a significant success.

Research Question # 3 - Carteret Community College

What perceived leadership development outcomes for Carteret Community College are attributed to the Leadership Academy?

Developing an understanding of the impact of the Leadership Academy on CCC focused on understanding perceived consequences for the participants' work unit as well as the institution as a whole. Data for these outcomes were gleaned from interviews with participants, participant supervisors, and the LDA Coordinator and Sponsor.

Work Unit Impacts

Notable relationship and service delivery improvements were described at the unit level and were consistently identified a few themes. Several participants remarked that the program reinforced the importance of their job and the college's focus on meeting student needs. Relationships among the work groups were often viewed as better because the program influenced them to become a better coworker. One employee indicated that she came to realize that differences among the work unit team members were inevitable and that she needed "to change to make things better."

Several participants remarked that the LDA gave them valuable insights into how the college works. This knowledge gain was seen as useful by one who said when he had a customer come in their office he could now say, "The department right there does this and I know Nancy over there, she's does that. It helped me bring the mix of the departments together." Another LDA graduate said, "I'm sure other people learned how to be a better leader but if nothing else now there is a better connection, you have more resources, and you're more aware of your resources." Finally, another commented similarly, "If I don't know something…I now know who to ask a lot better than I did before. I'm comfortable with going to that person. That's an advantage for me and an advantage to the math department." The light in which work units were perceived elsewhere on campus was also seen to improve. One participant described how the LDA "really helped our overall perception and image around campus. We're still doing the same good work we always did, but we're presenting it and interacting in ways that are better received by other departments."

Dialogue among unit co-workers also reportedly improved. One employee said, “I think that we get along better than we used to.” Another said that she “had learned how to work easier with people, to work with them instead of against them.” A male employee indicated the LDA experience allowed him to “be more open-minded, to understand what others in my department [located elsewhere on campus] are doing and what they’re going through in their day to day.” Another male participant described how he felt more engaged with his co-workers. He said, “I talk a lot more about everything, instead of just saying this is what we did, I just try to go into more detail about it and offer creative ideas. I try to help them out more, if they have something going on, I try to see if they need help with something.”

Connections with resources from outside the campus enhanced the capacity of one work unit, giving them “more resources for just answering questions or responding to things that come up.” In addition to improving referrals among the various campus offices, one supervisor detailed how one of her employee made an important connection with a community resource through the LDA. She described that her employee met and built a connection with fellow participant who served on the board of the local Literacy Council. As a result of this new relationship, her office has a new resource to help students. She said, “If I get a student who can’t read at all…they need to go to the Literacy Council first and then back to us. And it’s nice because I have that connection with her.”

Institutional Impacts

Both participants and participant supervisors were asked to identify how they felt the LDA benefitted the college. Impacts for the college were consistently identified along two broad themes:

1. A better informed and prepared workforce provides better service to its students and community, and
2. More and better relationships among employees from the various elements of the college create a more cohesive college unit as a whole.

Interview responses describing several examples of each of these themes are presented in Table 4.4 which follows

Table 4.4

Impact of LDA for Carteret Community College

Institutional Benefit	Interview Comments
Better informed and prepared workforce results in better services to students and community	You get a much more knowledgeable employee.
	I think that it [LDA] helped me to learn every facet of this college and being able to get out in the community and help promote it.
	Those people become better employees. They learn and understand about themselves and about who they are, how to lead, how they work, how they are with people.
	It generates some interest in long-term professional development and…for the college [we have] a better quality employee.
	It makes you a better employee because you're more confident and that confidence shows when you work with students.

More cohesive college unit as a whole	The greatest benefit of this was just making this a more cohesive unit, as a college, as a whole, we have a better understanding of others' concerns, other areas of issues, and we're able to work and accomplish more together. There is a spirit - you see people want to help people. I think it it's a benefit for the college because it helps reduce conflict. I think it's great that you can get at least a couple people from every department through it because now you have [a] connection between each department. You had people make connections [with] someone they could go to.

Dr. Barwick, the LDA Sponsor, was also asked to describe the benefits he saw derived from the program. His comments, similar to those voiced by the participants and supervisors, focused on how the LDA created "a sense of belonging for all people, a connectedness, department to department, division to division." He continued describing how this created a positive and supportive "dynamic…in the group as it went through those experiences," and changed participants "whose role at the college expanded as a result." He also observed the program's influence on orienting and embedding college values in employees. Finally, he cited the program's "positive influence on morale" and his belief that it calmed down the inter-departmental conflict and blaming.

He summarized the benefit he saw in the LDA program by recounting a gathering of employees he observed:

> Close to the end, you can walk into a room of people and the guy that sweeps the floors and the head of this department and this person who teaches sociology are in the same room. And they are listening to each other and enjoying each other.

> You have made something happen that would not have happened otherwise. I don't need data to tell me that's a good thing.

A final source of information about the impact of the Academy on the college was the interview with the Coordinator. Consistent with the comments related above, he identified a similar set of outcomes for the college. For example he said, "It has increased our cross department [interaction] or faculty and staff working together, understanding each other's roles, supporting each other more." Underwood echoed Dr. Barwick's sense that the program improved college morale, saying "We had…a lot of new folks coming on board that needed to become a part of something, so it was good for morale." He continued, "We were contributing to leadership ideas. I think…we [helped] create a more informed workforce, a more integrated workforce."

One of the ways participants demonstrated this workforce integration and collaboration was through engagement in committees and project teams. Underwood said, "The Leadership Academy began to help form committees on campus. And in the end we were developing a project-based approach to identify what a class can contribute to the college." He continued saying, "That wasn't in the original plan, but I think that was one of those things that evolved." Before the LDA was suspended, he said that college leaders were asking for a list of names of people that had graduated from the program providing a recommended source of leaders for campus projects and programs.

Study participants have identified a wide range of work group and institutional benefits from the LDA program. Despite limits data confirming causal relationships between the program and these institutional outcomes, there was an overwhelming sentiment that CCC became a better place as a result of the program. Outcomes ranging

from more effective student services and better college signage to enhanced cross-departmental coordination and better morale were reported as resulting from the four years of LDA programming.

Research Question # 4 - Carteret Community College

How did the programmatic elements of the Leadership Development Academy relate to perceived leadership development and organizational outcomes for Carteret Community College?

Portions of the data used to answer this question were drawn from on-line surveys and interviews of participants and participant supervisors. Additional data from interviews with the LDA Coordinator and Sponsor and program documents were also utilized to describe the relationship between programmatic elements and leadership outcomes.

Framework for Analysis

The analyses of these data were primarily organized using the six core competencies for community college leaders described in *A Competency Framework for Community College Leaders* (AACC, 2005). These competency categories consist of six groupings of related leadership behaviors, including Organizational Strategy, Resource Management, Communication, Collaboration, Community College Advocacy, and Professionalism. The definition of these competency categories and examples of leader behaviors are included in Appendix O.

A seventh grouping, labeled Other Outcomes, was used to organize and explain reported LDA results that did not fit within the AACC leadership competency rubric. Taken together, these seven categories of outcomes, referred to herein as the “AACC plus

one," provided a framework for examining the relationship between LDA programmatic elements and outcomes reported for participants and the college.

Programmatic Elements and Outcomes

Participant leadership development outcomes were derived from the survey, interview, post-hoc evaluation, and documentary data reported previously in the section on Research Question 2. Study participants identified individual leadership development outcomes and resulting benefits of the LDA for individuals, workgroups, and the institution as a whole. In addition, these data provided descriptions and context for these outcomes which were then categorized according to the AACC plus one framework. LDA programmatic elements were examined by dividing them into three groupings of characteristics related to program structure, delivery methods, and program content. Leadership development outcomes reported in surveys, interviews, and documents were related to specific programmatic elements in these three categories. Based on these data, program structure, methods, and content components which influenced the outcomes were reported for the CCC LDA. Prominent among the identified catalysts for reported outcomes were several structural elements. These included participation of employees at all levels at CCC, a small cohort size which facilitated discussion and participant interaction, and involving LDA alumni in the planning of subsequent programs. Delivery methods often identified as supporting the outcomes were establishing project teams among LDA cohort groups and the use of assessment instruments, group discussions, and small group exercises.

The LDA Coordinator reported covering each of the 24 content elements contained in the hybrid research framework for this study. Among those topics, LDA

participants identified several as primarily facilitating the reported program benefits and outcomes, including sessions related to balancing personal and professional life elements, budget and finance, CCC culture and values, communication, community relations, conflict management techniques, decision-making, diversity, fundraising and resource development, institutional mission and purpose, and leadership approaches and theories. Appendix P provides the details of the LDA programmatic elements and their relationship to reported leadership development and institutional outcomes.

The review of the Carteret Community College Leadership Development Academy and its perceived outcomes were covered in this section. Details about the program planning, developing, delivering and strengthening approaches were reviewed. Participant and institutional outcomes drawn from several sources of information were outlined. Finally, the influences of various programmatic which led to these outcomes were also reviewed.

Pitt Community College

Pitt Community College (PCC) began its operation as Pitt Industrial Education Center in 1961, one of eighteen workforce education centers operating in North Carolina at the time (Pitt Community College, 2009). As part of the effort to unify the two post-secondary education systems operating in the State, new programs were developed and in 1964, the school was designated a technical institute, and its name was changed accordingly to Pitt Technical Institute (PTI). In the decade following its 1964 establishment, PTI's enrollment continued to grow, additional classroom facilities were constructed, and the instructional focus expanded to include college transfer programs. The evolution of the college into a comprehensive two-year community college was

formalized in 1979 when the NC General Assembly authorized the college's name change from Pitt Technical Institute to Pitt Community College (Pitt Community College, 2009).

During the most recent decade, the college has developed four additional community-based centers to provide instructional services on specialized topics such as biotechnology, public safety, law, and construction design. According to a NCCCS report for 2008-9, the last fully documented school year PCC enrolled 10,257 students in curriculum programs and 10,747 in continuing education offerings, the eleventh largest unduplicated enrollment among the 58 colleges in the NC Community College System. During the same year, NCCCS reported 371 full-time employees, including 193 in faculty positions. In addition, five were counted as senior administration, 70 as staff, and 36 in technical/paraprofessional roles (NCCCS, 2009).

The Leadership Institute (LI)

LI History

The discussions which led to the establishment of the Leadership Institute (LI) at PCC began not long after Dr. G. Dennis Massey was selected to serve as the college's fourth president in 2003. The college had recently completed an organizational climate study and, according to Dr. Massey, "One of the things…identified was the desire for more professional development and the clear perceived need …to draw people together." Dr. Massey described the development of a response to this need as growing out of a series of collaborative discussions with Dr. Brian Miller, who now serves PCC as Assistant to the President and Director for Institutional Effectiveness. Their discussions

led to the identification of funding from the professional development resources of the college and the development of a plan to launch the LI in the fall of 2004.

Dr. Miller also recalled how a book, *The Leadership Gap* (Campbell, 2002), helped to catalyze their shared interest in leadership and organizational development. At about the same time, Dr. Massey had also read Campbell's book, having received it at his AACC-sponsored New President Seminar. Dr. Miller developed a proposal for a new professional development program at PCC, primarily based on one Campbell chapter entitled "Commitment to Leadership Development Begins with the CEO." Miller's proposal was consistent with a key element of his role supporting professional development at the college.

LI Focus

Under the leadership of Dr. Massey and through the coordination of Dr. Miller, a blueprint for the LI began to take shape. Among the elements delineated was a commitment to "do this program for five years with 50 employees per year" and then reassess the results and adjust the focus as needed. Miller described including all levels of employees as another key to the program's success. This approach also led to the motto for the program, "Leadership is measured by contribution, not position."

Dr. Miller described college coherence as a major unifying goal of the PCC LI program. This goal included building leadership competencies and recognition of individual leadership styles. Other foci for the program's development were building relationships across the college and providing participants and the President the opportunity to get to know one another. Miller noted that the work of the LI was not to try to "solve college problems." Rather, it was designed to give the participants a better

understanding of the process and tools used by community college leaders to solve problems. Dr. Miller described the LI focus in this way: “We weren't going to take an issue that's germane to one department, and turn it over to a group of 50 to solve.” Instead, the LI wanted to explore leadership, and sought to “teach people to solve problems and issues and confront things…to learn to take charge and to lead.”

LI Program Model

Dr. Massey had previously been exposed to a home grown leadership program while he served as vice president and interim president at McHenry County College in Illinois. He had visited the program at the College of Lake County (CLC), helped run that program one year, and was an observer during another. Dr. Massey characterized the CLC program as “a clone of one that Zelema Harris had done at Parkland College in Springfield, IL,” and described it as providing “the seed of the model for bringing here.” The Parkland program, launched in 1994, is one of the oldest and best known LDI programs. Former Parkland President Zelema Harris, cited in Kelley (2002), delineated the leadership development success of her program as being exemplified by the 35 faculty and administrators who had gone through the program and had risen to key leadership positions at the college.

In modifying the Parkland model to meet the needs at Pitt, Massey said, “Where they took maybe 20 people, 15 faculty and five staff, we …wanted to be a little bit bigger, and so it [the Pitt LI] was 50 participants, 25 faculty and 25 staff, again at all levels.” Massey further described a similarity with the Parkland program having a “requirement that it was residential…, two nights as I remember.” As a result of the Parkland influence, the LI at PCC was built around a two and one-half day retreat

approach, held away from campus, usually in another city in North Carolina. In addition, the Parkland approach took advantage of the college's proximity to Chicago and involved nationally known community college leaders and educators as part of the program. In contrast, PCC's location in the smaller metropolitan Greenville, NC area, led to involvement of leadership experts from local, regional, and state-wide organizations.

Research Question # 1 - Pitt Community College

What programmatic elements were included in the planning, developing, delivering, and strengthening phases of the Leadership Institute at Pitt Community College?

Information about the planning, developing, delivering, and strengthening elements of the PCC LI was collected from several sources. Interviews with participants and participant supervisors, several who also served as members of the LI planning group, were conducted. In addition, the LI Coordinator, Dr Miller, and the Sponsor, Dr. Massey, also participated in face-to-face interviews during a two-day site visit. The final source for the findings reported below was dozens of pages of documentary evidence, which was reviewed and analyzed.

Planning the Leadership Institute

Planning for the LI began in 2003 when Dr. G. Dennis Massey joined the college as its 4th president. Dr. Massey delegated the day-to-day responsibility for establishing a professional development resource at PCC to Dr. Brian Miller, who fostered a series of discussions, proposals, fund seeking, and eventually the establishment of the LI. Dr. Massey's intention in establishing the LI was "not just as individual professional development but [to also meet our] organizational development needs." Even though he gave the lead on the PCC LI project to Dr. Miller, he said that he had been "very actively

involved in the planning from the beginning along with Dr. Miller and a group of faculty/and staff conveners. He was also asked if the placement of the LI coordination in the Office of the President was advantageous to program success or not. In response he described the connection to the Office of the President as being "wholly advantageous." He cited the institutional weight and commitment to the Institute as "a core part of the college operations," which resulted from it emanating from under the banner of the President's offices.

This focus has continued throughout the six LI offerings and was demonstrated in the most recent web-based invitation for the 2009 LI. PCC faculty and staff members were invited to apply for the LI program which was described as serving "to help develop the leadership potential in each of us." The accompanying message from Dr. Massey described four goals for the 2009 LI, including identifying and developing individual leadership competencies, promoting cross-divisional interaction and college coherence, building problem solving skills, and analyzing PCC in the context of state and national models.

In support of the goal of college coherence, the LI was designed to attack the silo-like culture that separated the college's units and programs from one another. Dr. Massey said he wanted to emphasize "the fact that we are one institution." This was in contrast to the lingering reality that some parts of the institution were "not very well integrated with the rest of the college." Dr. Massey described this programmatic goal as "…wanting to draw people together so we could work together and function as an institution." He also recognized that "budgets were limited in terms of individual professional development and even though North Carolina has a Community College System, there's precious little

communication and interaction between parallel people in each of the 58 community colleges."

Despite the professional development and networking activities provided at state conferences and by national organizations like NACUBO, there was less involvement than Massey felt was needed. He said that "people don't identify often with their professional organizations, certainly [not] as much as I'd hoped for." As a result, he saw the LI as a way to provide a catalyst for additional individual professional development. Dr. Massey indicated his support for the work of Terry O'Banion and the learning college concept, and expressed a desire to get people to buy-in to that. A final programmatic goal which he mentioned involved succession planning, or "How can we prepare people for new positions as people retire or move away?"

The critical elements of the Parkland College model adapted by PCC started with the involvement of "local and state leaders in higher education." Dr. Massey recalled the involvement of Leila Gonzalez Sullivan, "a faculty member at NC State," in an advisory and facilitation role for the program. After a couple of years, the LI involved more East Carolina University people, in part to enhance the relationship with this major educational institution, also located in Greenville. Massey said, "We've been lucky to have some outside expertise who brought their experience, their status, and their wealth of experience to the students who are our employees." He said PCC couldn't afford to jet experts in but the college did utilize some local resources like community college presidents, "like Joe Barwick" from Carteret Community College and NCCCS leaders Martin Lancaster and Dr. Scott Ralls. The program was designed to be run by college

personnel, advised and guided by the President, and to include one or more overnights of residential activity.

Other considerations for Massey when adapting the Parkland model for PCC included “carving some budget out of what funds we have available,” “getting the commitment from our senior leadership for participation,” and managing “people being away from their work for certain amount of time.” Dr. Massey also described the importance of “Trying to gauge how much we could expect people to do in advance of the session in terms of reading and study.”

Dr. Miller characterized the “power of place” as an important factor in holding the LI at a site away from the college and in attractive and exciting surroundings. During five of the six years of its existence, the program has included at least a one night stay in a quality hotel in downtown Raleigh or on the waterfront in New Bern. One year the LI was held at a hotel in Greenville in an attempt to provide a nearby retreat-like setting for those whose family responsibilities or personal circumstances made an overnight stay out of town impossible.

In addition to obtaining involvement and support from college leaders for moving the LI forward, the Sponsor and Coordinator focused their attention on overcoming a less than ideal reputation for professional development efforts at the college. Dr. Massey described how “Not all felt very positively” about the prior era efforts in TQI or TQM, since some “were kind of burned out on that.” There was also negative legacy from a program called Foundation Days which mandated one day of professional development and included lectures and some limited participant interaction.

In light of this history, the LI was a harder sell for some. Dr. Massey noted, “The good thing with the Leadership Institute was that it is voluntary,” in contrast to the required participation in the Foundation Days program. He continued saying, “Nobody was forcing huge numbers of folks to do it.” Because there were sufficient numbers of people who wanted to get connected with the President and the college leadership community, the LI planning group was able to attract a nucleus of people who endorsed the idea and wanted to be involved. Reinforcement for the importance of continuing the LI program was the belief that “a lot of those people in the first few years…benefited from this program in terms of moving up the ladder here.”

According to Dr. Massey, the PCC Board of Trustees has always supported the program and been invited to participate, especially in the banquets where speakers like NCCCS Presidents Lancaster and Dr. Scott Ralls were featured. Dr. Massey said, “We usually get between two and five board members to participate,” even when the program was held some distance from Greenville, in New Bern or Raleigh. As a result of this active involvement, Board members have reportedly “gotten engaged” in the LI initiative and “see the benefit for [PCC] employees.”

Massey and Miller said the LI initiative fit “very well” with the overall college plan. Massey said, “Our strategic plan has four goals and the third goal is professional and organizational development.” He described the Leadership Institute as “a major example of the commitment of the college to bringing people together, to see the history of the community college…here and nationally, and to identify ways to communicate and work together more effectively.” As a result of continued enrollment growth and staffing

increases, the LI offers a valuable, recurring opportunity to cross department lines and provide people with a chance to go outside their normal areas of responsibility.

Another stated focus for the LI involved engagement of employees in shared governance and stimulating and sustaining what Massey described as “grass roots energy.” He described the opportunity for greater involvement at all levels of the college being more likely in NC than he had seen previously in unionized worker jurisdictions. He indicated that was helpful in working toward more widespread involvement at PCC “without resistance.”

A final element of program planning involved budgeting and funding. Dr. Miller indicated that funding for the LI comes from unrestricted state funds for professional development. In the first five LI program years, the budget for the two and one-half day experiences was around $20,000. The budget included funding for two nights of lodging, all of the food, books, readings, instructional materials, and some honoraria or consulting fees. Participants were responsible for their own travel to and from the LI site. The most recent LI program, cut back to one and one-half days and involving only 25 participants, was supported by a budget which covered most of the same categories of expenditures, but was less than half the amount expended previously.

The section described how the planning element of the Leadership Institute at Pitt Community College was built on the schema identified by Dr. Massey during his tenure in the Illinois community college system. Reacting to the framework developed at Parkland Community College, the Pitt LDA planners adapted the model to suit the needs and interests of Pitt leadership and staff. Similar in length and using an off-campus retreat at its core, the PCC program was larger and focused on leadership contribution at all

levels of the institution, instead of just senior leader development. Working under the sponsorship of the President, the Pitt program earned high level support and significant funding for most of its six years. The Coordinator and volunteer planning committee have developed a sound and systematic approach to leadership development under the theme of "Leadership is measured by contribution, not position." Appendix Q summarizes information about the Coordinator and Sponsor, program origins, Institute mission or purpose and goals, program length and cohort size and funding, resource sharing, and institution and participant needs assessment.

Developing the Leadership Institute

In keeping with the desire to modify the model established at Parkland, a larger cohort was targeted so recruitment was an important activity. A variety of methods have been used to publicize the PCC Leadership Institute, but Dr. Miller indicated, "The personal touch was probably the most effective." This approach involved him with other members of the planning team in making recruitment pitches at faculty and staff meetings. The program was also promoted through the College Council, a group of 35 or 40 faculty and staff leaders who periodically meet with the President. The LI planning committee also sought opportunities to talk with their colleagues individually and in groups across campus in order to recruit participants.

The four week-long LI application period started with an invitation sent to all full-time college employees who had not participated previously to apply for the program. For the most recent LI studied, this message consisted of a letter from the President, an on-line application form, and several testimonials from prior LI participants about the value of the experience to them. During the first couple of years, the application was

paper/pencil until, as Dr. Miller described it, “We got smart,” and went to an on-line process. The email letter from the President laid out the particulars about the program, including purpose, dates, location, and agenda. The 2009 on-line application started with the declaration that “Leadership is measured by your contribution!” It also identified the location, in New Bern, NC, and dates, October 12 and 13, 2009.

The application form continued with a series of blanks for the applicant to provide their name, and information about their current position, length of service in that job, and their length of service in higher education. The next section of the application began with a listing of the previously mentioned Goals of the Leadership Institute, followed by four open-ended questions. The first two questions asked the applicant to briefly describe their professional goals and what they hoped to gain from participation in the LI. Next, they were next asked to affirm their commitment to “participate in follow-up activities along with a short-term community service project (such as a food drive).” Finally, the application form provided space for any additional comments they may like to offer.

The applications were submitted electronically and each member of the LI planning committee, also acting as the applicant screening committee, reviewed all of the applications and recommended a pool of participants to the President. Dr. Massey made the final decision on the recommended applicants and those selected to participate were subsequently informed about their acceptance into the LI program for that year. Dr. Miller indicated that occasionally an accepted applicant had to drop out before the event due to an emergency, but nearly all those accepted have completed the program. In addition, every applicant not selected in a previous year has been selected for a

subsequent LI program if they have reapplied. While there was no guaranteed selection for repeat applicants, Dr. Miller explained, “It just kind of worked out that way.”

Dr. Miller indicated that he occasionally makes “personal contacts on my own,” to foster an inclusive and diverse LI class, but the LI committee made no real organized effort to ensure non-majority or other diversity representation. By seeking representation from across the college and from all levels, Dr. Miller said “it helped ensure a diversity of thought, and that's what I'm looking for.” He explained his outreach efforts in this way: “Being in this [the President’s] office allows you to reach throughout the organization …and I'm able to contact people and encourage their application.” He described the importance of his direct contact as providing “a little personal touch on what the content is, answering some of their questions, and reassuring them.” He said, “For some people this is a risk, and [I want to] reassure them that they're going to be safe, they're really going to…explore things they never thought they could explore.”

Miller was asked to describe the traits of a desirable participant. In response he said, “A good participant is someone who is going to stretch, stretching beyond what you think you know.” He said he looks for people who are open to meeting new people, speaking-up, and learning how to interact within their participant group, and, as a result, within the college as a whole. The LI planners have seen this willingness to stretch pay-off. Miller said, “Alumni have come through the program, and through finding things to improve [about themselves] have competed successfully after that for promotion to another job.” He pointed to his own advancement, remarking, “I was Director of Institutional Effectiveness when I had this idea in '03, and then in '04, I was promoted to be the President's Assistant, so sometimes ideas pay off.”

Dr. Miller was also asked to describe the red flags that might indicate an applicant would not be a good fit for admission to the LI program. He described their application as coming across as “flippant,” indicating it lacked integrity, or that it was written at the behest of somebody else. Identifying good candidates was especially important in the first year or two of the program. Dr. Miller described the “leap of faith taken by the early adopters.” He said that even though all the ingredients were there - a new President, a good seminar dealing with leadership, curiosity among people who wanted to know about themselves and the topic of leadership, and a beautiful location – ensuring that participants were committed to the programs aims was a critical responsibility for the selection committee.

The LI committee was also responsible for recommending the content for the program. Working with Dr. Miller, the committee developed a focus for the program and a framework for its delivery. These recommendations were presented to President Massey, who made suggestions for programmatic adjustments and approved the final agenda. Miller described the planning process involving the President and the Committee as a good working relationship, characterized by excellent communication and based on mutual trust.

From its inception in 2004 through the 2008 Institute, the program was held over a tow and one-half day time frame. For example, the agenda for the 2008 LI ran over three calendar days. Following travel to the site and hotel check-in, the program began at 3:00 pm on Wednesday June 4, 2008 and ran through Noon, Friday, June 6, 2008. The program was kicked-off with welcome and opening remarks by Dr. Massey designed to describe the program’s approach, benefits, and aftermath. A presentation on leading

teams, and the previously mentioned ‘junkyard wars’ exercise was followed by the administration of the Leadership Competencies Assessment Instrument (Baker, 1999). A guided discussion of the PCC Leadership Development Plan, led by Dr. Miller, came next. An evening reception for participants and guests, followed by a dinner and a keynote address by Dr. Scott Ralls, President of NCCCS, closed out the first day.

Day two of the 2008 LI included eight hours of session time and started at 8:15 am following a continental breakfast. The first session focused on leadership essentials and covered the Frames of Leadership and leading teams. Next, former participants and planning committee members held a series of small group discussions to explore what the college could do to further leadership development. The morning concluded with the planning group using the Situational Temperament Sorter, designed by Baker (1998), and the introduction of case studies and organizing teams of participants for a later activity.

Following a brief break for lunch, participants reconvened for a panel discussion by three past LI participants about the program’s influence on them. This session was followed by a presentation on leadership and healthy lifestyles. The afternoon concluded with a small group exercise on leadership and decision making which was referred to as the “NASA Lost on the Moon” exercise. The day closed with a team discussion of case studies, which had been introduced earlier that day. An informal hospitality room and an evening banquet concluded the second day.

The third day of the 2008 LI convened at 8:00 am for housekeeping and get-away day announcements. Next the participants were involved in an exercise on the PCC budget and priority setting. The bulk of the morning involved the participant case study teams making presentations to their LI peers, the planning group, and session facilitators.

The LI program concluded at Noon following a discussion of individual leadership development planning, led by Dr. Massey and Regina Garcia, a PCC developmental studies faculty member.

Over the six years of the program, a wide range of content delivery elements were used, including a diverse group of closing luncheon speakers. Miller said the final lunch hour was treated as a time for "a little seminar or lecture from…business or educational leaders in our state." Presidents from nearby community colleges, local business leaders, senior staff from the East Carolina University (ECU) Health System, and representatives from state government, such as the NC Department of Commerce, or the regional economic development partnership, have been invited to speak. Dr. Miller described this part of the program as providing an opportunity to "raise the horizon" for the LI participants. He said it conveyed that the "broader impact of the college on the community and the region. As a variation at one LI, instead of having business and industry speakers, Miller said, "We had former planning group members come in and speak about why they believed it [the LI] was important and what they thought participants might get out of this experience."

For the 2009 LI, funding constraints forced a shorter programmatic model. While the LI planning committee adapted the general approach used in previous years, less time forced them to eliminate the luncheon speakers, as well as the extensive use of case studies. One consistent element across both program lengths was a banquet event with a keynote address. Dr. Miller described this part of the agenda as providing "a chance for the college to introduce and hear from some significant stakeholders." The LI planning team wanted "faculty and staff to know that there are other leaders besides the Vice

President, President, and Department Chairs." Miller viewed this element as demonstrating several of the Bolman and Deal (2003) frames of leadership, including the political and human resource elements. He also noted that having the NCCCS President involved in the program "fulfilled a definite symbolic frame of a larger effort, seeing our college as part of a great big successful state system."

The forgoing described how the Leadership Institute was developed at Pitt Community College. Since its inception in 2004, the LI initiative, inspired by Dr. Massey, in his role as Sponsor, and led by Dr. Miller, as Coordinator, has been developed to introduce participants to a valuable mix of personal and professional development topics. The Institutes have consistently woven theory and practical application together using readings, discussions, presentations, well-known self-assessments, and social time in a retreat-like setting away from the college campus. The program has become a highlight of the professional development efforts of the college and created an enthusiasm for service and engagement that had been missing for some time. Even when forced to adapt the program to budget shortfalls, the LI program continued to enhance the college coherence and shared governance approach while developing a new generation of college leaders. Appendix R depicts a summary of the developing elements, including program publicity and support, the application and selection process, and the curriculum design and development for the LI.

Delivering the Leadership Institute

A variety of activities, exercises, and delivery modes have been used during the six year history of the LI. Typically lectures, presentations, small group exercises, and discussions have been used to convey the information about LI topics. The agenda has

been broken into a series of 45 to 90 minute segments, with frequent breaks and opportunities for social interaction and discussion. Miller described one recurring element from the first years as “experience education.” This involved a small group exercise in which participants were asked to work together to build a projectile from the contents of a box of junk materials presented to them. Aside from being fun and exciting, Miller described the “junkyard wars” exercise, “as really showing people how to work under pressure, how you work together, how you get along, and what success is - it is a riot!”

All of the presentations and group activities have been delivered face-to-face, in large and small group settings. The agenda provided participants with the opportunity to think about themselves in response to presentations, discussions, and individualized results of self-assessment instruments. A variety of topics were developed and delivered in the LI to cover the skills the planning committee identified. The topics covered during the two most recent LI program offerings included, balancing personal and professional life, budgeting and finance, collaboration, college culture and values, communication, community relations, decision making, diversity, economic development, governance, institutional mission and purpose, leadership approaches and theories, planning, and team building.

From the beginning of the LI, participants were given an opportunity to participate in a self-assessment. Over the six years of the LI, these self-assessment instruments have gone from more general personality assessments to ones that focus specifically on leadership preferences and attributes. At first, the DiSC four quadrant behavioral model, based on the work of William Moulton Marston (Marston, 1928), was

offered to the participants. Dr. Miller recalled that Dr. Gonzales-Sullivan also utilized a "dimensions of quality" instrument during her involvement. More recently, a version of the Leadership Orientations Survey, based on the work by Bolman and Deal (2003), and the Leadership Competencies Assessment Instrument (Baker, 1999) have been integrated into the LI program.

Participant readings included books, such as *Leadership Is an Art* (DePree, 1989), and case studies on community college and higher education challenges and issues. Dr. Massey was particularly interested in the DePree book because it provided a "connection between the private sector and a public institution." He saw it as important to go outside of higher education and connect with other entities, because "business is an area that people respect and we're connected with businesses. I would urge seeking out those kinds of ways to frame the discussion. Not just in terms of getting voices in from the business community but trying to get literature and ideas from that arena."

Dr. Miller described himself as being "a big fan of case study learning," and as a result case study reading and subsequent discussion has been a frequently used element in the LI. A series of cases have been developed for examination and discussion by participants, typically focused on community college and higher education issues. The case study exercises were seen as particularly helpful in reinforcing "the coherence goal of working together, of getting to know other people, and of demonstrating leadership," Miller said.

While not a part of the LI program experience per se, Miller described the use of instructional technology as an element of the program follow-up. He said, "We set up some follow-up activities through Blackboard to try to develop some faculty learning

communities, to keep that camaraderie together, through new friendships or relationships that were developed, and to retain some of that energy," which came from the shared Institute experience. No other electronic or on-line resources were used in the program except for email used to stay in touch with LI alumni and for communication among program planners and the Coordinator.

Several community resources affiliated with ECU have provided critical planning input and delivery expertise for the LI. Dr. Richard R. Eakin, retired Chancellor at ECU, interim Chancellor William Shelton, and Dr. Cheryl McFadden, an associate professor in the Department of Educational Leadership, have all provided insight, facilitation skills, and supportive consultation for the LI initiative.

Delivery of the Pitt LI followed a similar pattern during the five years of two and one-half day programs. Individual assessment instruments, speakers, and planners have shifted somewhat from year to year, but the program delivery has usually involved lectures, presentations, small group exercises, and discussions. Even when funding changes have shortened the program, the delivery mechanisms have remained fairly constant and were patterned on traditional professional development workshop strategies. With a retreat-like, off-campus setting, the LI program has continued to provide a range of leadership development topic coverage delivered through a variety of modalities. The framework for program delivery, including methods, use of supplemental readings and assessment instruments, program setting, technology, and internal and external speakers and facilitators are summarized in Appendix S.

Strengthening the Leadership Institute

The primary feedback mechanism used in the PCC LI evaluation model consisted of a six question on-line feedback survey administered immediately after the Institute. These data were combined with ongoing dialogue among participants, program planners, the Coordinator, and the President, to provide direction for future LI offerings.

The first question in the on-line survey consisted of three parts and, utilizing a Likert-type scale, asked participants to describe the extent to which (a) the Institute influenced their leadership skill development, (b) they were able to interact with fellow PCC employees, and (c) they were able to broaden their understanding of PCCs role in state and national contexts. Subsequent questions, all open-ended in format, asked participants to describe the most beneficial portion of the LI for them and their suggestions for changes, adjustments, or deletions in order to make future leadership training more effective. The survey also asked if the program matched participant's pre-conceptions about the LI and for a description of how the actual experience differed from their expectations. Two final questions asked for comments regarding the overall quality of the Institute and for suggestions to help improve future leadership program planning.

The LI planning committee reviewed on-line evaluation results through a session by session discussion process referred to as the LI Plus Delta Exercise, which attempted to identify program areas that should be retained, reworked, or removed. The evaluation discussions focused not only on the speakers but on the content as well. Until the recent budget motivated modifications, Dr. Miller indicated that few major changes had been made in the program structure and approach. The shorter and smaller cohort size for the 2009 LI has been seen as resulting in a mixed outcome. Some of the favorite approaches

such as the use of case studies, luncheon speakers, and the junkyard wars exercise had to be sacrificed to fit the program into the new framework. Conversely, in addition to the obvious cost-saving benefits, the smaller cohort and shorter length made Institute management less complicated. Dr. Miller said, “Filling a day and half and keeping everybody at a pretty good intensity level is a lot easier [in the shorter program] than managing two and one-half days. But regardless, we've got make sure that those activities that we're doing are participative and have some substance.” The smaller cohort was also easier to fill than the 50 person class, a task that had become increasingly challenging as the number of LI alumni approached 250 people.

LI participation has been celebrated and commemorated with a certificate of participation signed by the President, recognizing the graduate’s commitment to professional development. A public salute of the all LI participants occurred at the annual employee appreciation dinner where they are asked to rise and receive acknowledgement for what Dr. Miller called their “demonstration of stretch." Further formal recognition efforts have been limited largely by budget constraints.

LI leadership and planners have focuses a great deal on follow-up and continuing engagement of alumni. Several approaches have been used to maintain communication and camaraderie among the growing group of past LI participants. One approach involved a social class reunion, conducted after the third LI offering. Program planners held an evening reception with heavy hors d’oeuvres and a speaker from each class who talked about what they had learned and why the LI program was important to them. Another follow-up effort was called the Leadership Institute Alumni Exchange Program. Topics of importance to the college such as student access were identified by the LI

leadership team. LI graduates were invited to come to a meeting for a guided discussion on the challenges facing the colleges and opportunities for LI alumni to contribute. Dr. Miller described it as “a purposeful program” and that during the three sessions held so far, they had seen very good participation. The latest follow-up effort in 2010 introduced a LI alumni-sponsored speaker series to develop a continuing focus among program alumni on leadership contribution.

Miller described the efforts in follow-up with “just too many people and too much variance” as challenging. He indicated that he would like to have people think that “when they're done with [the Institute], and they talk about these things, they actually are able to carry out…greater involvement and leadership.” However, he attributed much of the limitation on follow-up and involvement to the structure of the college workload and faculty and staff responsibilities.

The Pitt LI leaders have taken an organized approach to securing and responding to feedback about the program. Surveys, group discussions, and on-going dialogue have been the hallmarks of their approach to ensuring the quality and longevity of the program. They have aggressively and creatively introduced approaches to engage LI alumni in continuing leadership development and service to the college. Appendix T summarizes the strengthening approaches used at Pitt Community College.

The first research question for this study focused on the planning, developing, delivering, and strengthening elements of the Pitt Community College Leadership Institute. These elements were examined through the lens of the hybrid framework developed for the research project. Through analysis of interview, documentary, and survey data, a detailed understanding of the Pitt Community College Leadership Institute

has been developed. The program model has evolved from simply adapting the Parkland model to serve as a unique and relevant response to the perceived needs and opportunities at PCC. The LI leadership and coordination efforts have resulted in the development of a program that serves as cornerstone for ongoing professional and organizational development at the college. The LI initiative has established a high quality program which demonstrates familiar practices and effective implementation of the program's initial vision and purpose.

Research Question # 2 - Pitt Community College

What perceived leadership development outcomes for participants are attributed to their participation in the Leadership Institute at Pitt Community College?

Desired outcomes for the PCC Leadership Institute included helping college employees become better equipped to do their jobs and enjoy them more, according to the Coordinator, Dr. Miller. Program goals also included the promotion of interaction across the various organizational units of the college, building individual leadership competencies, developing faculty and staff problem solving skills, and examining organizational development topics. Open-ended survey questions posed to LI participants and participant supervisors and interview questions were focused on eliciting data about outcomes responses to the LI experience.

As was reported on the CCC program, leadership development outcomes for participants attributed to the LI were gleaned from open-ended survey responses from and interviews of participants and participant supervisors, review of documentary evidence, and information from a follow-up on-line survey of 2009 LI participants. Selected interview comments made by the LI Coordinator and Sponsor, were also

included to obtain a more complete view of this important area of program outcomes. Responses to the pre- and post-LI rating of participant leadership competencies by participants (self-assessment) and participant supervisors were also examined. These results, appearing in Appendix U and V respectively, provided a source for triangulating the leadership outcome themes derived from qualitative sources, and are reported in the following narrative.

Impact on Participants

Indications of the personal impact derived by LI participants from their participation were among the most important questions surrounding the LI. Questions included in the on-line survey and interviews of LI participants sought to identify the 'best part' of the program and most positive outcomes derived from LI participation. Results similar to those seen at CCC were described by PCC study participants, across the same benefit themes of leadership development, networking, knowledge development about the college and the community, and feelings of greater confidence. PCC participants spoke about the enhancement of their grasp of leadership theories and approaches, especially as defined within the Bolman and Deal (2003) frames of leadership concept. LI participants most frequently and enthusiastically described establishing more and better relationships throughout the college during and as a result of LI interactions. Enhanced college and community awareness was another prominent outcome. One participant described this outcome as "getting a clearer picture of how the campus functions within the greater community." LI participants and supervisors both attributed a greater sense of self-confidence resulting from being selected to participate and going through the LI experience.

Training program evaluations typically explore the benefits of the intervention for the day-to-day work of the program participants. LI participants were also asked to describe the 'take-aways' from the LI experience and how they were able to apply this learning in their job. Sounding a recurring theme, a number of participants commented on the value of the interaction with so many different people. They described how this interaction assisted them in their work. One remarked that when he "had an issue on campus you knew those people now and you could actually communicate with them" to solve a problem or help a student. One supervisor described how she used the LI motto, "Leadership is measured by contribution, not position," as a philosophy to re-energize her work group. A new Pitt employee described this benefit from another perspective when she said, "I think it's very good, especially for somebody like me just coming in the door …what I got out of it … is the mantra … that everybody has a role to play here."

Participants also remarked about the benefit derived from the LI focus on "recognizing leadership styles." One described the benefit as being able to "directly plug that into my English instructor position." Continuing with the same theme, another interviewee described the value of the frames of leadership. He identified that value as building on their intuitive sense of leadership differences to establish a deeper understanding of leadership as a construct. He also identified how the program developed his knowledge and skills to understand, label, and work with a variety of leadership approaches. As a result one participant indicated the value of the LI's focus on leadership style saying, "[It] made me more effective to get my job done and to take care of my people. "

A final element that was seen as applicable on the job was attributed to the impact of presentations made by guest speakers. Mentioned frequently was a keynote address by Dr. Scott Ralls, President of NCCCS. The benefit was described as resulting from developing a belief that, “We’ve got a good leader up there.” A session led by Dr. Eakin, former Chancellor of ECU, was described by one participant as dynamic and motivating. He said that he brought “The inspiration back to what I’m doing, so I began thinking ‘If he can do this, I can too.’”

Even when asked directly to identify any program elements they were unable to apply on the job, participants indicated that was not the case. One said, “I saw the connection of everything. There was nothing…that was a waste of my time.” Another described their overall satisfaction by remarking, “It was all useful, all valuable; it provided an exercise in thinking of the bigger picture, which was great.” Even when remarking that some of the case studies “weren’t as good as other ones,” one participant quickly added, “But they all had merit.” In summary, one participant described the overall program as “Fantastic! I don’t know of anything that should have been left out.”

Beyond the impact on their work life, follow-up questions sought to gather information about personal impacts of the LI. In response, one participant said the program reinforced the importance of “whatever I do to lead, I need to set an example.” Similarly a colleague said, “I think it showed me…a different ways of doing things.” Enhanced self-confidence was described as the benefit by one participant. She remarked that “Everybody is significant, [even] the little person.” Echoing this remark, another participant spoke about a “Renewed confidence in speaking within a group of people, of expressing my opinion.”

LI participants were also asked to describe how the program experience impacted their career advancement or if they expected it to do so in the future. The President established the context for looking at these results by suggesting the importance of balancing PPC's "history of hiring from within or hiring people who were adjuncts to move into full time faculty positions here" with the "need to diversify our population here ethnically as well as all kinds of other ways." Participants described a number of career advancement benefits while recognizing that LI participation should neither provide the motivation nor set the expectations for participation. One described the practical reality that "you would have to do more than go to the Leadership Institute" if you wanted to advance. Many said that it provided a broader grounding of their understanding of college operations and issues, thereby supporting their career because they were now able to be more effective in their job. One participant describe the LI career impact as telling "me how to handle things." Another said, "It taught me how to successfully handle any kinds of potential problems."

A 2008 participant remarked on the benefit of networking to "get to know a lot of people and people keep you in mind …they let you know of things, opportunities that …without the LI…you'd never know." In addition, the LI experience was seen as providing support for career progression. As one said, "I have it on my resume. I think that it's fairly well known in the community and it's fairly well respected." A recent participant attributed his advancement in part to his involvement in the LI. He said, "I think I'm in this position now because of the Institute and because of some of the things I was able to do through the Institute both as a participant and [subsequently] as a leader."

The prominent leadership development themes identified by participants in the PCC Leadership Institute are summarized in Table 4.5 below.

Table 4.5

LI Participant Leadership Development Outcomes Reported by Participants

Category	Reported impact
Readily Applicable at Work	Dealing with co-workers and using them as resources
	Learned to lead from bottom-up; Leadership is about contribution not position
	Better understanding of leadership roles and approaches
	Used LI exercises in the classroom
Personal Impact of Program	Was empowered; able to be more assertive, feel more confident
	More effective in a group, with different kinds of people
	Build better relationships with faculty colleagues
	Importance of contribution
	Learned about the bigger picture and therefore able to be more effective
Career Enhancement	Able to get promoted, got job reclassified
	Able to compete for future openings
	Improved my understanding of community college and how it works
Overall Impact	Reinforced importance of leading by example
	Demonstrate college commitment to employees

Comments by supervisors of LI participants offered an additional source of perceived LI impact. A senior leader described one employee who “came to us from another

community college and participation in a Leadership Institute gave them the opportunity to form relationships across the campus and to get out of that silo." From this manager's perspective, her employee, "has certainly prepared herself well for future leadership should the opportunity arise." Another supervisor who had previously attended the LI in the past strongly encouraged her staff to participate. Her employee "finally did go last year and she thoroughly enjoyed it. She said she got a lot out of it. "It really does help…take an active part in planning the food drive" at PCC, something she would not have been likely to do. In summary, the supervisor remarked, "This is going to sound really strange but I think she acts a little more grown up."

The LI Coordinator identified several other impacts for participants, starting with the participant's appreciation of the college investing in them and their development. Miller, an advocate of case study learning approaches, pointed to this approach opening some eyes about the complexity and variety of issues facing community college leaders. From the inception of the program, LI participants have benefitted from learning about their communication, management, or leadership styles. He summarized the benefits of the program for participants as arming them to contribute better in the PCC culture. Miller described how participants "received a treatment, cooperated with groups, learned about the value of teams, and demonstrated leadership in action with teams." He continued that LI participants also "learned about their personal leadership profile, interacted with colleagues, built some new relationships, and had a great time."

The LI Sponsor, Dr. Massey, added several other outcomes for participants from his perspective. Because of the voluntary nature of LI participation, unlike some past professional development activities at PCC, he observed that college staff demonstrated a

more positive attitude toward leadership development. He pointed to the networking benefits for people who wanted to find out about "other people on campus and also wanted to get connected with the president and the [college] leadership community." For some, career advancement was seen as resulting from the LI content and exposure. An additional benefit was the development of an informal but active mentoring approach involving "a variety of folks from the president to some of the deans or some of the faculty" to enhance the engagement of faculty and staff in college activities outside their normal job. Massey pointed to the increased number of people, LI alumni in particular, who have been "more willing to … step up and participate." He said, "We've got more people who are stepping up to community service." He cited the growth of student clubs and foundation support activities as examples of this increased participation.

The prominent leadership development themes identified by the Coordinator, Sponsor, and participant supervisors are summarized in Table 4.6 below.

Table 4.6

LI Participant Leadership Development Outcomes Reported by Others

Source of report	Outcome reported
Reported by Coordinator	Gained knowledge and developed new relationships
Reported by Sponsor	Built alliances and resources all over campus
	More people engaging in community service
	Stimulate desire to grow professionally
Reported by Supervisors	Able to form relationships across campus
	Got involved in campus food drive
	Acting more maturely

Forty three LI participants and 23 participant supervisors completed the 33 item leader competency survey. Self-assessment ratings by participants of their leader behaviors following the LI increased from before the program on each of the 33 variables. Similarly, participant supervisor ratings also increased from before the program to after the LI for each of the 33 variables. An examination of these responses was consistent with the leadership development themes reported above.

Consistent with the reported improvements in leadership knowledge and skills, post-LI survey ratings were notably higher on decision making (V2), communicating a leadership vision (V26), courage in risk taking (V29), and contributing to the profession (V33). Survey results consistent with the second overarching theme, improvement in understanding the college, community, and system, were seen in high ratings on a systems approach to problem solving (V3). The third group of participant outcomes focused on developing, expanding and utilizing a network of contacts and resources. Higher post LI survey results consistent with this result for participants included, developing partnerships (V16), shared decision-making (V18), networking (V19), working with constituent groups (V20), and valuing and promoting diversity (V25). The fourth theme of impacts, personal growth was exemplified with a higher post-LI rating on communication skills (V 14).

Pitt Community College Leadership Institute participants, supervisors, and leaders consistently reported outcomes for participants that were memorable and valuable. Even when reduced to a one and one-half day program, participants have pointed to the enhancement of valuable knowledge, skills and attitudes as a result of their participation in the program. The enhancement of their college network and the development of

interpersonal skills were among the most valuable impacts cited. This leadership development was seen across all levels of the college and throughout the six years of the LI initiative. As a result, the PCC LI can be seen as a valuable and successful developmental experience for participants at the college.

Research Question # 3 - Pitt Community College

What perceived leadership development outcomes for Pitt Community College are attributed to the Leadership Institute?

Assessment of the impact of the LI on PCC focused on perceived outcomes for the participants' work units as well as the college as a whole. Data for these outcomes were gleaned from interviews of participants, participant supervisors, and the Institute Coordinator and Sponsor. Department or workgroup impacts are inextricably intertwined and generally provide a positive influence for the institution as well. Many participants attributed positive impacts for their department to participation in the LI program. As one person described it, "The positive energy we took from the LI infected our department."

Work Unit Impacts

A common theme of work unit benefits emanated from the impact of meeting and developing relationships with participants from throughout the college. For example, one recent participant described the benefit of meeting others "was to understand that while I've got my struggles here… because of the budget or personnel or whatever the issue is, I am not alone. It really creates an understanding of what's going on all around."

The networking benefit was echoed by others who described it as "the experience of getting to know other people and it was fun," and "politically advantageous." A supervisor described further that the LI was "a high priority because of the bonding of

people." A nursing faculty member described the networking benefit of the LI experience as helping her "get to know the resources on campus." The resulting team development was described as "probably the biggest benefit."

Citing the further importance of networking and building college relationships, a current supervisor and former participant remarked that "A lot of any job is politics and knowing how to negotiate. " As a result of LI initiated connections, she said, "It has really benefited our area because we've gotten a much better reputation [since] we're much more out there. People know more about what we're doing not only at Pitt but in the community itself."

The LI was also seen as a motivator for improving workgroup operations. For example, following their participation, one employee was promoted to lead their work group, which included three other LI alumni, all "ready to start making some changes." He described how they took the inspiration and concepts from the LI to "revamp our entire program…[and] create a vision statement that was tied directly to the college mission and strategic goals."

The development of leadership skills, essential to workgroup success, has also been seen as forthcoming among participants. While not directly attributable to a particular aspect of their LI participation, one person indicated "I have consistently been given more and more responsibility" following the LI. He said, "I've gotten the respect where sometimes other people don't get that respect. I think the Leadership Institute cemented a lot of things; it's just helped me be more efficient and productive."

One planning committee member described the impact of the LI as making "every person who participated [in the LI] a better leader." He said, "It gave them experiences

that they may not have in their day-to-day routine." A supervisor reinforced the importance of this remarking, "What I don't want are people who only have their specialty skills." She described leadership as "a skill you can acquire and it doesn't matter if all you have ever done is fix computers, you can also have an influence [such as through] serving on standing committees across campus." She summarized her belief that, "I feel like my people who have been through the Leadership Institute are more effective on those committees because they have broken out of their little cubicles…and participated with a large number of people across the campus."

Institutional Impacts

A related area of interest was the benefit of the LI on the institution as a whole. Interviews with participants and participant supervisors included queries about their perception of the benefit of the LI for PCC. One supervisor said that while "Overall I think that it's more beneficial for the individual than it is for the school," he acknowledged the summative impact of these individual benefits pays dividends for the college, because "because they [LI participants] see themselves as a leader and not just as a participant." In contrast, another interviewee said that PCC was the primary beneficiary because, "Honestly, this campus became alive because of the LI's."

Institutional benefits mentioned in interviews included the spread of knowledge about PCC issues, procedures and opportunities, the oft-mentioned networking, and seeing Dr. Massey in a different, more positive context. Regarding the spread of institutional knowledge and insights, one supervisor who had not only participated in the LI, but had planned two subsequent LI offerings, said "I think there were insights I gained into how complex it is to make administrative decisions." For example, she cited

the “complexity of registration” explaining, “We can’t just stop on a certain day and expect this to happen because there are implications for students and people in the Registrar’s office and so I think that’s good.”

A senior manager described the institutional impact of the networking benefit as important because “You need a college to work more as an organized entity than just a group of individuals. It has to be that way because there are times that the college needs people and in different areas to work together as a unit.” Search committees were cited as an example of the need for this cohesion. She said, “You wouldn’t have the amount of collaboration in search committees if people weren’t familiar with each other. Even if we have not worked together extensively,” she explained, ”I know their names so I don’t have to meet them for the first time when we are asked to work together on different projects. And that eliminates a lot of the friction.”

Described in one interview as creating “a sense of cohesion,” this benefit was viewed as important in combating the hectic pace at the college and the fact that “We have very little time to really get together as a whole.” These opportunities are “few and far between, maybe twice a year.” The LI was seen as creating a team building benefit as opposed to being “some kind of a nameless, faceless person in another department. It just builds more cohesion and collaboration.” The cohesion was also seen as evolving from a consistency between the programs offered at the college and the skills exhibited by its staff. One senior leader said, “I know that our deans and…chairs hear [this and] our employers are constantly asking for ‘soft skills’ or ‘people skills’ from our students. So certainly it behooves us to be good at it ourselves. “

Continuing this theme, another participant said, “The number one thing I find with the Institute here is you’ve now got a cohort of alumni” who know, communicate, and work with each other. A supervisor indicated that by increasing the number of employees who have leadership skills or abilities, is “only going to help the college as a whole.” Building individual benefits from the program was seen as leading to institutional benefits. A planning committee member said in summary, “Any time people have the opportunity to gain confidence, to build their leadership skills, and to show they can do things; it’s going to help the college.” One college Vice President said, “Leadership Institute has given us a greater ability and skill to do shared governance.“ She described this increased ability as the “single most beneficial thing I have seen in the last four or five years. We now can set up committees that function and address significant issues on campus.”

A part of the ability to see leadership in a different context was related to the perception of importance and value felt by participants. This is particularly applied to the perception of Dr. Massey held by employees. One participant was thankful for the LI and said, “Dr. Massey is …super for pushing this for his employees.” This interviewee had worked at another community college and had been around community colleges for a long time, having graduated from one in the 80’s. He said, “Most presidents that I’ve been associated with do not put the focus on leadership that he does and I think it’s made a tremendous amount of difference.” A participant in one of the initial LI programs and a long time PCC employee said the college also benefits because “it does help with retention.” Citing the sense of feeling valued, he said, “I did feel valued that I was picked

and obviously they were paying for some of our expenses which I know …was very costly to put on. So I realized that they are investing into me as an employee."

The LI also helped to offset the difference between community college and private sector compensation and "helped with feeling like I am a valued employee." Another participant said, "When the school is willing to say we're investing time and money in you, then you don't mind investing some time in the school." Another said, "If you invest that much time in them to go to an Institute for their own personal and professional development when they come back …they're motivated to go on and get [uncompleted tasks] finished." This LI benefit was further described as a "morale boost in that…employees would go [to the Institute], so they are really more conscientious about getting the work done when they get back." This was perceived as an effective outcome of the LI because, "when somebody invests the time and money and the effort in you…they realize that…I must mean something to them." One other participant summed up this benefit by remarking, "It almost validates you as an employee when you get selected to attend the Institute."

Participants and participant supervisors were asked to identify how they felt the LI benefitted the college. Impacts for the college were consistently identified along two broad themes:)a) A better informed and prepared workforce provides better service to its students and community, and (b) More and better relationships among employees from the various elements of the college create a more cohesive college unit as a whole. Interview responses describing examples of each of these themes are presented in Table 4.7 which follows.

Table 4.7

Impact of LI for Pitt Community College

Institutional benefit themes	Representative interview comments
Better informed and prepared workforce results in better services to students and community	The first thing we did [after the LI] was create a unit vision statement that [was] tied directly to the college mission and the strategic goals. The Leadership Institute taught me to be more efficient and productive. There were insights I gained into how complex it is to make administrative decisions. To see somebody come back willing to be part of things looking for options as opposed to just coming in and doing their job. That's the benefit. Now they know have leadership skills and abilities and use them to work on different projects or different committees on campus.
More and better relationships among employees from the various elements of the college create a more cohesive college unit as a whole.	I feel like my people have been through the Leadership Institute are more effective on those committees because they have broken out of their little cubicles or offices and participated with a large number of people across the campus. …the bonding of people. That's the great benefit and… it's important to get your people working as a team. I told [my employees] to go – "You'll get to know people, you'll get to know the school and what the goals are and you'll get to know people and that way you'll be better able to work here. Better able to get along with them. I think the networking is a great benefit. You need a college to work more as an organized entity than just a group of individuals. The number one thing…is you've got a cohort of alumni.

Dr. Massey also provided his perspective about the benefits of the LI to Pitt Community College. He first sounded a note of caution about the directly attributable impact of the LI, saying "It's hard to isolate what directly was the result of this." He went on to cite several observed anecdotal impacts. First he said, "We've got more people who are stepping up to community service." He described an example of that involved increased engagement in the PCC foundation fund drive. A second example he cited was that the colleges "student clubs have really grown and proliferated." He continued saying, "I'm not saying there is a direct relationship there but people see beyond their regular job that there are some other things that I could do to help our total effort." A third benefit he attributed to the climate the LI program has helped to create is an enhanced interest in professional development, saying, "We've had some people decide to pursue graduate degrees and we've instituted a small very modest financial reward for that…just little stipend that they received when they gain the degree."

Dr. Massey also pointed out how he had become "a missionary for leadership institutes," although that was never an intended outcome from starting the LI program. He described several ways that has been demonstrated including his role as head of the professional development committee of the NCCCS president's association. He has also helped other colleges interested in starting their own programs. A final involvement in this missionary work has involved doing "a little bit of writing related to this" topic for journals and other community college publications.

The final source of data about the impact of the Institute was taken from an interview with the LI Coordinator. Dr. Miller started his discussion of impact by clarifying that he had not yet completed any quantitative analyses of the impact of the LI

on the college. He had however, completed a qualitative study in 2004 and 2005, wherein he interviewed a number of people from the '04 and '05 classes. These analyses provided sufficient data to make the decision to continue the program. Miller believes the program has delivered continuing value to the college. He said that the LI has developed "the feeling of us being one institution, one college, and connecting that college to the community." This connection includes the one between PCC and East Carolina University. Miller said, "You'd think that universities and community colleges would be naturally linked but a lot of the universities are more connected with the K-12 sector just because of numbers and tradition. But that's changing here."

Another connection that has been strengthened was that between the college and the business community. Dr. Miller noted the importance of this relationship because "the identity of the community college is so intertwined with workforce development." He said that the college shares "the desire to get a product out just like business gets a product out." He concluded, saying "Our product is going to work in business or at the hospitals. So I think it gives people the sense that we're not only integrated as a campus but we're integrated into our community."

The college and community have seen other benefits according to Miller, who said, "…the participants took on a community service project and service learning." He also pointed to the milestone of having over 250 people participate in the LI since its inception, remarking, "Just the numbers [of participants] have been a tremendous accomplishment." The Coordinator believes that through the LI, Pitt has met its college coherence goal. For example, he described "The biggest thing I see is my colleagues interacting and sharing ideas, and this satisfies that goal in a big way." He continued, "LI

provides the institution with a pool…of people that we can draw from to help with college-wide initiatives." He listed several of those initiatives wherein LI alumni have been sought for involvement such as the development of the strategic plan and SACS reaffirmation.

Miller continued, saying, "The LI has helped to identify people who want to stretch. They've demonstrated their ability to think and we need people that can think to lead some committees and to participate." While acknowledging the difficulty of tracking engagement of LI participants in the college, he summarized his view of the benefit of the Institute saying, "I see more faculty interaction on curriculum committees, on policy review committees, on benefits committees, and sustainability committees. Since a lot of these things are dependent upon Leadership Institute alumni, we've accomplished that."

Over 250 PCC employees have participated in the LI program since its inception in 2004. As is typical of many community college professional development activities, there was a dearth of available evaluation data to directly relate outcomes to this program. However, there was a consistent chorus of positive climate, engagement, and service benefits which participants and supervisors attribute to the program.

Research Question # 4 - Pitt Community College

How did the programmatic elements of the Leadership Institute relate to perceived leadership development and organizational outcomes for Pitt Community College?

On-line surveys of LI participants and participant supervisors provided some of the data to answer this question. Additional information from program documents and interviews with participants, participant supervisors and the LI Coordinator and Sponsor were also utilized to describe the relationship between LI programmatic elements and

leadership outcomes. LI programmatic elements were examined in three groupings, including program structure, delivery methods, and program content. These programmatic elements were then matched with each of the seven categories of the AACC plus one framework.

Programmatic Elements and Outcomes

A variety of structural elements, delivery methods, and content components influenced the outcomes reported for the PCC LI. The most prominent structural elements included the eligibility of PCC staff and faculty at all levels for participation in the program and the inclusion of past LI graduates in the planning of subsequent offerings. Other structural elements which were noted as contributing to the leadership development and institutional outcomes were the off-campus setting for the LI, the relatively small cohort size, and, especially for the pre-2009 programs, the large number of contact hours. Various delivery methods were used in the PCC LI programs. Results identified by participants, participant supervisors, and the LI planning team all were attributed to the same group of interactive approaches. For example, group discussions, case studies, training games, and cohort projects, were identified as the source of a wide range of individual knowledge, skill and attitude enhancements. The only exception to this was the value attributed to lecture delivery of information about budget and finance and leadership approaches and theories.

The LI Coordinator reported covering 14 content elements during the typical two and one-half day program. From among those topics, the most frequently mentioned as supporting the reported outcomes were sessions related to balancing personal and professional life elements, budget and finance, college culture and values,

communication, decision-making, diversity, economic development, governance, institutional mission and purpose, leadership approaches and theories, planning and team building. As was the case with the Carteret Community College program outcomes, the AACC plus one framework for examining the relationship between LI programmatic elements and outcomes reported for participants and the college was employed in this analysis. Details of the LI programmatic elements and their relationship to reported leadership development and institutional outcomes are presented in Appendix W.

This section contained a comprehensive review of the Pitt Community College Leadership Institute. The review included detailed descriptions of the planning, developing, delivering, and strengthening approaches used by the Greenville, NC school. Outcomes identified in surveys, interviews and documents for participants and the college were both described. The influences of various programmatic elements, including structure, delivery methods and programmatic content which led to these outcomes were also reviewed

Guilford Technical Community College

In 1958, five years before the establishment of Carteret County Industrial Education Center, and three years before the Pitt Industrial Education Center was started, the Guilford Industrial Education Center (GIEC) was formed (Kinard, 2008). GIEC was organized in response to the request by a Guilford County citizens committee on workforce preparedness. They sought a resource for vocational skills development in the Greensboro area, which was experiencing unprecedented growth in its manufacturing sector. The Guilford County Commissioners approved the project and following a site evaluation, designated the former Guilford Tuberculosis Sanatorium in Jamestown as the

site for the new training resource (Carter, n.d.). From its modest beginnings, when “fifty students enrolled in knitting machine fixing and upholstery classes” (Carter, p. 5), GIEC grew to serve nearly 600 students and offer six programs of instruction by the end of its first year of operation. For nearly a decade, GIEC grew along with the community, increasing its annual enrollment by to over 1,000 students and training over 7,000 students in its first six years.

In May of 1965, GIEC became known as Guilford Technical Institute (GTI) and was authorized to grant associates degrees. Like several other institutions in North Carolina, the importance of the technical education mission of the college would be preserved in the institution’s name. Later, in 1983, Guilford Technical Institute became Guilford Technical Community College (GTCC). Since that time the college has continued its rapid growth. Today GTCC offers nearly 200 degree, diploma, and certificate programs. In addition to the main campus at Jamestown, its students and communities are served by the High Point and Greensboro campuses, the T.H. Davis Aviation Center at Piedmont Triad International Airport, and the Small Business Center located in Greensboro. According to NCCCS reports for 2008-9, the last fully documented school year, Guilford Technical Community College, enrolled 15,554 students in curriculum programs and 27,112 in continuing education offerings, the third largest unduplicated enrollment among the 58 colleges in the NC Community College System. GTCC had 646 full-time employees during that year, the third largest total in the NC system. Of these, 279 were faculty, six senior administration, 109 staff, and 64 technical/paraprofessional personnel (NCCCS, 2009).

The President's Leadership Seminar (PLS)

PLS History

The impetus for the GTCC President's Leadership Seminar (PLS) was a conversation between Dr. Jeff Hockaday, then President of Central Carolina Community College (CCCC), and Dr. Donald Cameron, who had become GTCC's President in 1991. Dr. Cameron had worked at CCCC for five years before he became a college president and Dr. Hockaday had been the first person to hire Dr. Cameron to work in the community college setting. Hockaday had also served as his mentor and became a personal friend during the early stages of his career.

Prompted by a single question from Dr. Hockaday, "Don, have you ever thought about a leadership program?" Dr. Cameron began considering some of the program benefits which eventually led to the PLS launch in 1997. Dr. Cameron recalled some of the potential advantages Dr. Hockaday described as associated with such a program, including "growing staff loyalty to the president, developing a wider opportunity for people to understand a community college system, and supporting the institution's vision and the mission." Dr. Cameron was intrigued by this idea and pursued more information about the program concept and implementation from Dr. Hockaday. Not only did Dr. Hockaday describe the program concept to Cameron, he agreed to participate in planning and implementing the first two PLS offerings, helping to "get the program established."

PLS Focus

Materials from the 2009 PLS contained the following description of the context for the program:

> Community colleges are unique among higher education institutions in their close connection to their communities, their focus on student needs, their emphasis on teaching and learning and their deep commitment to access. Community college leaders must understand this unique mission. They must have strong management skills and they must also be people of vision, energy, enthusiasm and good judgment.

In response to these needs and challenges, the agenda further described the PLS program in this way:

> The Guilford Technical Community College President's Leadership Seminar is an opportunity for the college to nurture emerging leaders. Participants are engaged in a variety of college functions and have been chosen because they are leaders in those areas. They are the college's promise for tomorrow.

PLS Program Model

When the idea for the PLS began to crystallize, there were few 'home-grown' community college employee leadership programs in place around the country and those which had been started, like the Parkland College program in Illinois, were not widely known. As Dr. Cameron said, "There was just not a [program] model out there." In fact, Dr. Cameron attributed the GTCC program's development to Dr. Hockaday's conceptual work. Cameron said, "There was not a model, there were just some concepts that he [Dr. Hockaday] happened to think would work."

Building on the influence of Hockaday's concepts, Dr. Cameron identified the work of Terry O'Banion and his concept of a learning college to further influence the development of the PLS. O'Banion's 1997 book, *A Learning College for the 21st Century*,

(O'Banion, 1997) along with an earlier O'Banion work, *Teaching and Learning in the Community College* (O'Banion, 1994)**,** were provided to GTCC staff and faculty selected to participate in the first PLS.

From its start in 1997 through 2003, the GTCC PLS was held as an annual proceeding. In those formative years, Dr. Cameron led PLS program planning and delivery. Since 2005, when the PLS became a biennial event, the program development and implementation duties have been shared by Dr. Cameron and Dr. Jackie Greenlee, GTCC's Director of Organizational Development. Since its inception, each PLS has involved a cohort of approximately 20 to 25 participants, representing a cross-section of the college's faculty and staff. Dr. Greenlee indicated that the program has been geared to focus on the development of "people that are in leadership positions or those that aspire to assume those kinds of roles in the future."

In order to achieve this desired development outcome, the PLS program agendas have covered topics critical for future community college leaders. For example, agendas have included a focus on leadership, decision making, budgeting, organizational change, and ethics. Dr. Greenlee described these elements as "necessary for people will who aspire to jobs of greater responsibility." Gathering in a business conference facility setting, participants were provided with lectures, panel presentations, discussions, and group activities covering a wide range of community college topics. Through frequent breaks and programmatic conversations, participants were given an opportunity to network with fellow Seminar cohort members, college leaders, NCCCS notables, and nationally known community college leaders and authorities. The PLS program has been

offered nine times since 1997 and has enrolled nearly 200 past, current, and future GTCC leaders during its 13 year history.

Research Question # 1 - Guilford Technical Community College

What programmatic elements were included in the planning, developing, delivering, and strengthening phases of the President's Leadership Seminar at Guilford Technical Community College?

Similar to the two previous cases, information about the planning, developing, delivering, and strengthening of the GTCC PLS were gleaned from several sources. During a two-day site visit, a series of interviews with participants, participant supervisors, and the PLS Coordinator and Sponsor were conducted. In addition, program planning, promotion, and implementation documents and participant handout materials were obtained for review and analysis.

Planning the President's Leadership Seminar

Building on the suggestions from Dr. Hockaday, Dr. Cameron identified three primary areas of focus for the PLS program. At its core, the PLS program was designed to enhance employee participation and competence at GTCC. According to Cameron, fundamental to this notion was the belief that "the more education we could provide these participants, the more training we could provide them, the better they are going to be able to do their job, simply because they understand more."

A second area of focus was the desire to increase awareness among GTCC employees of opportunities for advancement at the college. In addition, through participation in the PLS, as one of many professional development options, employees were more likely to know about and be considered for career advancement opportunities.

Cameron said, “We cannot guarantee an employee that just because they have gone through what we call the Presidents Leadership Seminar, they are going to automatically get job A, B, or C.” However, Cameron said it was made clear to employees that the PLS experience would help them become “better prepared to compete for the jobs that came along” and going through the leadership training program would “enhance their chances of getting that job…far greater than if you do nothing.”

The third area of Seminar focus involved improving college cohesiveness and teamwork. Dr. Cameron explained this objective in this way: “If you bring a cohort of 20-22 people together, and they study together, listen together, and work on projects together, they are going to develop a better team work concept as a result.” As the college has grown to multiple campuses, sites and centers, the PLS provided an opportunity for widely dispersed employees “to meet… and since it brings these people together there is a better understanding of what we are attempting to do as a college as a result of this program.”

The PLS program model has evolved since its inception. The most recent PLS iteration, held in April 2009, was indicative of the program’s evolution. In 2009, the seminar was held over a four and one-half day period and involved 20 participants from across the institution. The setting for the program, the Grandover Resort and Conference Center, is located less than three miles from GTCC’s Jamestown main campus. Dr. Greenlee described the benefits of the Grandover site as including convenience and providing a very professional setting. This setting was consistent with “the expectation…that men would wear suits and ties; women would wear business attire,” according to Dr. Greenlee. She further indicated that this approach “just kind of goes

along with the image that we want to present. This is a business in which we work, and if you want to be a professional, there are certain expectations about how you present yourself to others." Participants commuted to the Grandover site throughout the 2009 PLS event, which started just after lunch on Monday, April 13. For each of the next three days, the program convened at 8:00 am and concluded at 5:00 pm. On the final day, Friday, April 17, PLS sessions started 8:00 am and concluded after lunch.

Since 2005 responsibility for running the PLS program was shared by Dr. Greenlee, in her roles as Director of Organizational Development and PLS Coordinator, and Dr. Cameron, as President and Sponsor of the Seminar. Dr. Greenlee is responsible for professional development for GTCC faculty as well as staff. Her program portfolio includes the PLS as well as numerous other internal and external development interventions. When asked if there were any inherent advantages or disadvantages in the shared management of the PLS, she indicated that there were "probably more advantages than disadvantages."

One advantage mentioned was derived from being responsible for all professional development, placing her squarely in the information flow about the development needs for both faculty and staff. She also serves as the Administrative Officer for GTCC's professional development committee, providing additional access to information about what is going on at the college's different campuses and locations and the specialized development needs among staff at those locations. Dr. Greenlee described this breadth of development responsibility and its impact on the PLS as "a great benefit to the college community and something I enjoy bringing together."

When Dr. Cameron began developing the PLS, the concept was warmly and enthusiastically received by board and staff leaders. He said, “There was no resistance to this idea from the board or from the employees,” and surprisingly few political considerations he needed to weigh. He attributed this to his commitment to and the Boards support for excellence at GTCC. He said this was driven by a shared belief in “leadership development and…in investing in your people and wanting your employees to have the best opportunities available.” Cameron summarized this support, saying:

> Not many people are going to argue with you about investing in your people and making them better at what they do, and giving your employees a better understanding of the college mission and vision and how you plan to get there and thinking futuristically. I don’t think many people are going to be opposed to that concept and that model.

GTCC’s Board of Trustees support for PLS and continued funding of the program by the GTCC Foundation has been attributed to the active involvement of both groups. Cameron described this support as coming from their direct engagement with Seminar participants. He recounted that Trustees and members of the Foundation Board are invited to the PLS closing luncheon. The program for that event involved several PLS participants who are asked to share what the program has meant to them. Dr. Cameron pointed to the effectiveness of this program in garnering support for the PLS, saying, “When they finish, they have said more than any 10 speeches I could give on the importance of a leadership development program.”

One element of this research focused on how the leadership program fit with the college’s overall strategic plan. Dr. Cameron indicated that not only did the program fit

with that plan, he also questioned “How a president goes about developing a strategic plan involving the employees in the vision and mission, not only the development of the statement but implementation and carrying that out, without such a program?” He viewed the PLS as a vehicle to ensure the vision was understood and should be shared by the board, employees, and president. He emphasized the importance from a strategic planning standpoint to have as many college employees as possible “understand why the college has a particular vision and mission, and ensuring that goals and objectives are tied back to that vision and mission.”

Cameron also described the importance of the PLS in ensuring employees’ connection with GTCC’s mission and vision. He said, “If we are not educating and training our people in how to do that, then how are they going to participate? How are they going to give you their best ideas?” He summarized the connection between the PLS and the college’s plan by commenting, “To me, you cannot have a good strategic plan without that vision and mission and having a leadership development program that explains all aspects of why that particular vision or mission is important to the college and the community you serve.”

Consistent, generous, and reliable funding for the program has represented a critical accomplishment during the evolution of the PLS. Dr. Cameron described securing funding as more important and time consuming than any political or policy consideration at the outset of the program. He indicated that the funding for the PLS obtained from the GTCC Foundation, Inc. since its inception has been essential to the stability of the program. That has become even more critical during the budget pressures of the last several years. GTCC Foundation funding amounted to $25,000 for the most recent

Seminar program, which covered food, meeting facility, materials, and speaker travel and honoraria.

The preceding overview of the planning elements of the President's Leadership Seminar covered the staff, organizational placement, program model, goals and parameters, cohort size and funding, budget and resource considerations. Building on his program design and implementation, the PLS has become a well-organized initiative with over a decade of successful training programs. The GTCC PLS has a clearly articulated mission and purpose, targeted goals, and a well-defined model for programmatic delivery. Funding support from the GTCC Foundation has been consistent and generous and the program has evolved to a mature biennial schedule. Appendix X provides a summary of the planning elements of the GTCC program.

Developing the President's Leadership Seminar

PLS planners, including the Coordinator and Sponsor, have managed several activities during the developing phase of this leadership development program. Their considerations included publicity and creating buy-in and interest among potential participants, establishing an application process, including criteria for selection of participants, ensuring diversity, and establishing the curriculum focus and delivery approach.

The PLS has become a well-known and highly popular part of the biennial professional development calendar at GTCC. As a result, engagement of employees and recruiting a pool of applicants has generally not been difficult, especially once the value and importance of the program had been established. Dr. Greenlee indicated, "People want to be in the program. For the last several years …we have had over double that

number of folks - we only have 20 – 25 spaces available - who send in applications, than we have spaces available." As further evidence of the high value attributed to the program, Dr. Greenlee said, "We even have folks that have attended early on, when we first started the program indicate they would like to attend again."

The recruitment and application process has traditionally started with an email from President Cameron announcing the opening of the application process for the PLS. For the most recent program, under the header "2009 President's Leadership Seminar" and a banner indicating the program was "Sponsored by the GTCC Foundation," Dr. Cameron's message, dated October 29, 2008, announced the scheduling of the 2009 Seminar for April 13-17, 2009. The announcement described the purpose of the Seminar as "to promote and strengthen the leadership potential within GTCC in order to meet the challenges of the twenty-first century." The announcement was posted on the GTCC Web site and reminder messages and other on-line mechanisms were utilized to promote the program. The program was described as a "highly interactive four and one-half day learning experience" and as providing participants with "the opportunity to enhance your personal growth and development here at GTCC as we continue to build success together."

The announcement of the opening of the application period indicated that "approximately 20 participants will be selected from the applicants." Eligible applicants were simply described as including "regular full-time GTCC employees." Applicants were informed that "Participants are expected to attend all of the sessions…take part in follow-up activities and assume leadership roles in future GTCC projects and activities." Other selection criteria mentioned in the announcement included requirements that

applicants “should have demonstrated leadership potential, which includes participation in college committees, projects and organizations; participation in community activities; initiative in improving personal and career skills; and competence in handling assigned responsibilities.”

The PLS announcement explained that applications must be submitted to Dr. Greenlee by November 21, 2008, allowing for a four week-long application period. The application process was described as a competitive one and there have been several cases when participants have applied several times before eventually being selected. Dr. Greenlee described the desire to keep the application process “as simple as possible.” The application form asked for a variety of factual data, including the applicant’s name and contact information, length of service at GTCC, the positions they have held, and the college committees, projects, organizations, and community activities they have been involved in during the three previous years. In addition, applicants were asked to “state in one paragraph why you would like to become a leader at GTCC” and to describe their career goals.

Without any additional explanation, the application form also tells applicants in bold type to “Please attach any supporting documentation.” Following this, the applicant was asked to sign the application after the statement, “I understand that if I am selected for the Leadership Seminar I will be expected to participate in all sessions and follow-up sessions and play a leadership role in future GTCC activities and projects.” The applicant’s supervisor was also required to sign the application following the declaration that “This employee has attained overall ratings of commendable or exemplary on their

most recent performance evaluations. I further support his/her application for the Leadership Seminar."

A selection committee organized and coordinated by Dr. Greenlee reviewed the applications. The selection committee included Dr. Cameron, Dr. Greenlee, and several members of the President's Leadership Council. Dr. Greenlee indicated that the human resources department was generally a part of that process as well, because "We want to ensure that the folks that we accept into the program are in good standing in terms of performance management." She said that occasionally managers of those individuals who have made an application are brought in to meet with the committee depending on their need for additional information. Successful applicants were notified of their selection and a public announcement of their inclusion in the forthcoming PLS class was usually made by mid-December.

During her interview, Dr. Greenlee indicated that the selection committee was "looking for diversity in terms of ethnicity, in terms of levels in the organization" [and], "in terms of making sure we have representation from the faculty side as well as the staff side." Efforts to achieve these goals began with the invitation letter from Dr. Cameron which stated that the PLS organizers were looking for a diverse group of individuals to help take the college to the next level. Dr. Greenlee also pointed to the selection process and the make-up of the class as helping to ensure diversity. She said, "As we communicate…who have been accepted for a particular year's program, people are able to see by the names…the titles, that they are diverse and that they hold diverse roles within the college."

The Coordinator was also asked to describe the kind of applicant who would be a good participant. Her first response referred to “a person that is going to be committed, not just to the program, but committed to enlarging their territory in terms of their leadership role, in terms of their commitment to GTCC and being an advocate for GTCC.” Overall she explained the selection group was looking for evidence of a long term, continuing commitment to GTCC and to their professional development. After some reflection Dr. Greenlee described some of the characteristics which might create a red flag about an applicant. She summarized a concern evolving from the perception that the applicant does not see this [leadership development] as a journey. She indicated that the selection committee occasionally questions the appropriateness of fit for participants who don’t want to pay their mid-level manager dues on the way to a higher-level position.

Program content and focus was another critical element of the developing phase for the PLS. The content for the initial PLS offerings was stimulated by discussions between Dr. Hockaday and Dr. Cameron. Dr. Greenlee reported some core pieces developed by their collaboration have been a part of all of the President’s Leadership Seminars. For example, the history and mission of the community college, budgeting, decision making, and various approaches to leadership have been essential elements of each of the nine PLS programs.

In continuing to describe the content focus, Dr. Greenlee said that specific elements of success strategies for leaders might vary from year to year. Critical input to the decision about content elements for each PLS was derived from the feedback received from past participants, which she said was used “to make sure that we are on target.” A

final important consideration was described by Dr. Greenlee as “What is going in the world around us, what is relevant, what would be pertinent to a particular Seminar for that year?” Ultimately, the PLS content and how it was covered has been primarily determined by Dr. Greenlee working with Dr. Cameron.

The 2009 PLS included over 25 hours of active session time over five days. The program was begun at 1:00 pm on Monday, April 13 by Dr. Cameron who called the PLS to order, welcomed the participants, and provided a brief overview of the program. Next, Dr. Scott Ralls, President of NCCCS, discussed the NC Community College Strategy. Continuing within the NC System context, Ms. Jennifer Haygood, Vice President and Chief Financial Officer of NCCCS, described the State Budget Process. Former GTCC Executive Vice President George Fouts concluded the session by describing the Mission and Philosophy of the NC Community College System. The first day was adjourned following a time to complete evaluations and to deliver a few wrap-up comments.

Day two, the first of three full-days comprising the core of the PLS, began with a 90 minute presentation on Issues Facing Community Colleges by Dr. John Roueche, Chair of the Community College Leadership program at the University of Texas. The morning session was completed by Kathryn Baker Smith, VP for Educational Support Services at GTCC, who discussed Achieving the Dream, a student success program the college has been involved in since 2004. Following lunch, three other topics were covered to wrap-up the day. First, Dr. Don Hunter, Executive Director, NC Association of Community College Trustees, discussed organizational change. Next, a panel of three members of the GTCC Board of Trustees discussed the role of the Board at the college.

The last session, before evaluation and wrap-up, focused on Ethical Leadership and was presented by Cuyler McKnight, GTCC Executive Vice President.

The start of the third day of the Seminar featured a presentation by Dr. Walter Bumphus, President Emeritus of the Louisiana Community and Technical College System, entitled Ten Lessons in 30 Years. Closing-out the morning, Mr. Robert Joyce, UNC-Chapel Hill School of Government, covered The Leader and the Law. After lunch, Dr. Cameron led the participants through two hours of review and discussion of several community college case studies. Dr. Greenlee described these case studies as a core part of the program and one that usually gets a lot of involvement from the participants. Organized in teams, participants dissected and discussed "real life case studies; things that have happened here within our college environment or things that we have read about that have happened in other community college environments," according to Dr. Greenlee. Dr. Cameron completed the third day's program with a session entitled, Conversation with the President, an open dialogue that lasted for over one hour. The end of day evaluation and wrap-up comments concluded the third day of the Seminar.

On day four, Dr. Jerry Sue Thornton, President, Cuyahoga Community College, Cleveland, OH, discussed Leading from the Middle. Following a break, she also participated in a Leadership Panel, along with two other sitting college presidents and the chair of the Board at Brunswick (NC) Community College. Dr. Cameron completed the morning program with a 45-minute Open Dialogue session. After a lunch break, Dr. Dana McDonald, President of The Kelsey Group, spoke on Inclusive Leadership. The last full day was closed with a focus on Economic Development and GTCC, and time for evaluation and wrap-up remarks.

The final day of the PLS was a short one, lasting only from 8:00 am until a closing luncheon at Noon. During that time, Dr. Laura Michelli of Strategic Training Consulting, LLC focused on Return on Investment. Dr. Greenlee introduced a session entitled Leadership Café, which was a new programmatic approach featuring small-group discussion of a selected critical topic. Before a final evaluation period and the celebration lunch, Drs. Cameron and Greenlee discussed Next Steps with the participants.

The PLS program at GTCC was launched in response to conversation between two community college leaders. Building on conceptual discussions, many details were established during the evolutionary developing phase of President's Leadership Seminar. Through nine offerings over 13 years, the President's Leadership Seminar at GTCC has become a core element in the school's leadership development plan. Fundamental efforts in publicizing and creating buy-in for the program were identified and resolved. The employee target audience, application and selection processes, and curriculum decisions were made. As a result, PLS has been offered to nine groups of 20 – 22 GTCC leaders meeting in a professional business setting with local leaders and national experts to discuss issues of critical importance to the college and the community it serves. Appendix Y summarizes the developing elements of the GTCC program.

Delivering the President's Leadership Seminar

A majority of the PLS sessions were delivered in a classroom lecture or presentation format and featured local, state, or national experts in community college administration and leadership. The exceptions to that norm involved occasional panel discussions, a case study element conducted in small workgroups, and a question and answer dialogue with the college president. Dr. Greenlee acknowledged that the sessions

which were “best received are the ones that allowed the participants to get engaged and involved in what is going on.” She also indicated that the program format allowed for “Q & A, regardless of what delivery system was in place,” even when a lecture format was used.

Dr. Greenlee described how all PLS participants were sent a book to read prior to the program. For the 2009 PLS, the book selected was John Maxwell’s 2008 work, *Leadership Gold: Lessons Learned from a Lifetime of Leading* (Maxwell, 2008). It was sent to participants in January, thereby providing sufficient time for them to read the book prior to the April Seminar. Accompanying the book was a brief memo from Dr. Cameron. The memo described the book as containing “26 nuggets of wisdom based on his nearly 40 years of leadership,” and suggested that the book was a “practical leadership guide that offers a combination of advice and professional wisdom.”

While there was little advanced educational technology used to deliver PLS content, Dr. Greenlee said that was “something we will consider for the future.” Among the most beneficial ways participants engaged the speakers and the material they presented has been thorough personal contact after the sessions. Dr. Greenlee said, “We have a number of our participants that follow-up with the subject matter experts and facilitators of the program, so they stay connected with them, sometimes for years.”

Two outside presenters have become a mainstay in the PLS program over the years and have been consistently well-received based on comments from participants. Dr. John Roueche and Dr. Walter Bumphus have been invited to share their expertise and experiences with the participants for many years. In 2009, Dr. Roueche’s topic was Issues Facing Community Colleges and Dr. Bumphus spoke about Ten Lessons in 30 Years, a

reflection based on his lengthy and distinguished career. Dr. Greenlee described these speakers as demonstrating “a finesse; they have a knowledge, a level of confidence that participants not only here at GTCC, but all over the nation want to hear.”

Dr. Cameron has been involved in developing the PLS program line-up from start to finish every year it has been offered. Dr. Greenlee indicated that once the dates for the PLS are established, Dr. Cameron clears his calendar to ensure that he will be available to participate throughout the program. Dr. Cameron has been actively engaged with participants during sessions, at meals and breaks, and in informal and formal settings. In addition, he leads several well-received programmatic elements. According to Dr. Greenlee, a segment called Conversation with the President “has always received high marks”. During this 75-minute segment, Cameron, seated in the middle of the room, engages PLS participants in a general conversation or Q & A with him on nearly any topic.

Dr. Greenlee was asked if there was any session, topic, or presenter which had been a notable disappointment and she mentioned only one session in response. She recalled, “One year, we had a panel of experts from the media and had our participants respond to questions that they might be asked in a crisis situation.” She explained that the background, experiences, and responsibilities of most PLS participants did not seem to be appropriate to take best advantage of this session and topic. In retrospect she reflected on this saying, ”I would think our participants might need a little bit more background, a little more experience before actually having folks fire those questions at them.”

PLS program delivery has evolved to a well-established pattern of presenter input and participant dialogue. Popular leadership books and nationally known experts have

become mainstays of the GTCC program. Nearly twenty different topics receive attention during the four and one-half day program. Delivery methods are diverse and are designed to engage participants and to respond to a variety of learning styles. Traditional business conference approaches are utilized to convey the material and PLS messages. Appendix Z contains a summary of the PLS delivery characteristics.

Strengthening the President's Leadership Seminar

PLS planners provided participants with an opportunity to evaluate each presenter and session throughout the five-day program, as well as the program as a whole. These data were collected through the use of a written survey form. Completion of the form was encouraged by setting aside a designated time at the end of each day for participants to provide their feedback.

The evaluation instrument was 13 pages long and organized around each day of the program. For example, for the first day, each of the four sessions was listed separately along with the topic and speaker's name. For each session, eight Likert-type statements were listed with a rating scale from "High" to "Low," along with corresponding numbers, "5", "4," "3,", "2," and "1," to indicate the participant's perception of the value of the session. The evaluation form asked PLS participants to various program elements identified with the following statements:

1. The pace of this presentation was appropriate.
2. The speaker was able to hold my attention.
3. The speaker conveyed ideas clearly.
4. Value of information presented.
5. The presenter was well-prepared.

6. The information presented is relevant to my job/responsibilities.
7. Prior to this session, my level of knowledge in this area was about…
8. After this session, my level of knowledge in this area is about…

A space for additional comments was also provided following these rating scale items. This pattern was continued to provide an evaluation framework for each session for each of the five days of the PLS.

In addition, participants were asked to provide feedback about the program in its entirety on a page labeled "Overall Evaluation." Utilizing the same Likert-type rating scale and format, the participants were asked to provide feedback on pre-PLS information, assignments, and registration. Participants were also asked to judge six elements of the program setting and arrangements, including time schedule, location, meeting room facilities, menu selection, quality of food, and quantity of food. A space for comments was also provided to complete the first part of the overall evaluation. In a second section of the overall evaluation participants were asked to grade the quality of speakers, use of audio visuals, quality of audio visuals, usefulness of all presentations, usefulness of handouts, satisfaction with speakers, and overall satisfaction with program content. A final space for additional comments completed the evaluation instrument.

Selections of speakers and topics have been impacted by evaluation input. "Some presenters were not received as openly as some others," Dr. Greenlee explained. Overall, however, these evaluation results have not resulted in any major programmatic or content changes. She said, "We have taken the feedback into consideration and tweaked that particular subject matter and tried…another facilitator that was better suited for that topic."

Dr. Greenlee indicated that additional feedback had been garnered through informal discussion among participants, their supervisors, and college leaders. One element of feedback was the realization by a few participants "that leadership is not for them," according to Dr. Greenlee. Characterizing this as a PLS success, she suggested that participants "learned something there that they were unaware of before…they were able to know themselves better." As a result, she said, "It becomes a success for us, as well as for them."

Another topic considered in recent feedback discussions was the desire to maintain and leverage the excitement exhibited during and the involvement that participants displayed on the heels of their PLS experience. One of the responses to this desire was the establishment of the LEAD Program, which was implemented in 2005. Based on a series of interviews of past participants, Dr. Greenlee discovered that while participants saw the PLS "As a valuable experience, they didn't have much of an opportunity to extend that learning experience." As a result, a new program called LEAD or the Leadership Effectiveness and Development program, grew out of the need to build on the foundation built through the PLS program by connecting people with strategically important college initiatives.

The LEAD program was developed as a 10-month follow-up that engaged PLS graduates in work on projects that are connected to the college initiatives for that particular year. Greenlee said, "We try to focus on the things that are current, important to our college, relevant to what is happening in society, and would benefit the individuals by providing a leadership learning experience." PLS participants are not required to participate, but since the LEAD program was started in 2005, all of the PLS participants

from 2005, 2007, and 2009 have agreed to participate in the LEAD program. Dr. Greenlee described the focus of the three LEAD projects for the 2009 class as focusing on college readiness, external funding, and the changing demographics within the community college.

The most recent PLS offering in 2009 saw two changes. The first change involved the expansion of the program to its current four and one-half day format. Greenlee described how this change was made in order “to give folks a more holistic program overall.” Fortunately, planners were able to make this change without seeking additional financial resources. A further innovation was the addition of a Leadership Café discussion session to the last day of the program. This segment involved the use of a group process technique called appreciative inquiry wherein the 20 PLS participants were divided into four different teams for a 90-minute discussion of an important community college leadership development issue. Dr. Greenlee said the focus was different from the typical problem solving approach. She characterized the session as ”...being around possibility talk, not problem talk." We focused their discussion on what components would be critical to the success of a leadership development program, if they were to develop one. “This discussion has had the added benefit of providing additional information to help with the LEAD Program and input for planning the PLS program for 2011.

Future innovations under consideration include making better use of technology, enhancing the network of PLS participants, and generally keep PLS alumni engaged in the college community. The Coordinator said, “We have a Twitter account for GTCC’s President’s Leadership Seminar Alumni, who are engaged in several discussion threads.

We would like to use technology to connect with other community college colleagues and peers within North Carolina, or beyond." She continued, wondering if "there was a way to develop a repository of knowledge for topics that individuals need to know? I think, certainly that the options are limitless."

PLS participants receive several kinds of recognition for their selection and completion of the program. On the last day of the program, in addition to the participants and program facilitators, members of the Board of Trustees and the GTCC Foundation Board were invited to a closing luncheon. At that session, the class was recognized and three or four of them were selected to share remarks about what the PLS experience had meant to them. In addition to the tangible outcomes of the program such as plaques, pictures, and certificates, Dr. Greenlee pointed to the "intangibles as the greatest takeaways." Specifically she described the intangibles as consisting of the benefits of networking, increases in self-confidence, and improved knowledge across a breadth of valuable subjects.

The PLS program has evolved and been improved during the course of its nine offerings. This has been influenced by feedback from participants and the leadership provided by Dr. Cameron and most recently Dr. Greenlee. Nearly every element of the program has been subjected to the scrutiny of the participants and adjustments made where needed and possible to ensure the highest quality program. Connections between the program and its policy and financial backers have further cemented the institutionalization and strengthening of the program. The strengthening activities utilized at GTCC for the PLS are summarized in Appendix AA.

Research Question # 2 - Guilford Technical Community College

What perceived leadership development outcomes for participants are attributed to their participation in the President's Leadership Seminar at Guilford Technical Community College?

Promotional material for GTCC's PLS described it as "an opportunity for the college to nurture emerging leaders." The Seminar's was described as seeking to "promote and strengthen the leadership potential within GTCC in order to meet the challenges of the twenty-first century. Program goals focused on three areas of outcomes for participants and the college: enhancing employee participation and competence at GTCC, increasing awareness among GTCC employees of opportunities for advancement at the college, and enhancing college cohesiveness and teamwork. Open-ended on-line survey questions posed to PLS participants and participant supervisors and structured interviews of these study subjects as well as the PLS Coordinator and Sponsor were used to elicit qualitative data about this range of desired outcomes and a variety of responses to the PLS experience. In order to enhance the credibility of these results through the analytical device of triangulation, quantitative survey data were also examined. A number of PLS participants (N = 22) and participant supervisors (N = 13) completed an on-line survey designed to rate participants on each of 33 leadership behaviors before and after the PLS program. Resulting from a review of mean leadership ratings of participants by participants and supervisors, survey data, appearing in Appendix BB and CC respectively and described below, were used to support the qualitative themes.

Impact on Participants

The same themes of participant outcomes that appeared in the CCC and PCC data – personal impacts such as increased self-confidence, better understanding of the college and community, networking expansion and other improvements, and leadership knowledge, skills, and attitudes. Networking was the most commonly mentioned benefit by PLF participants and their supervisors. The development of leadership knowledge, skills, and attitudes was mentioned nearly as often among those participating in the study of the PLS. This was not seen in the CCC and PCC results, where developing an understanding of the college and the communities served were more frequently mentioned. Personal improvements in confidence and appropriate leadership and assertiveness was mentioned frequently by supervisors who observed the PLS participants in action on the job.

In the survey and during interviews PLS participants were asked to describe the impact the program had on them personally and professionally. Many of the comments referred to the network of contacts the program helped them build and maintain. Others referred to enhancements of relationships within their work group or department. A recent participant described how he had been able to form a better association with someone with whom he had previously had a somewhat strained relationship. As a result, he said, “We have been able to move some things forward that have been sticking points in the past. So that's been a huge help.” Another common theme was the deepened understanding of the elements of the college community and how each fit together. One program chair said, “Now I see the upper level of the college, and how every decision relates to the students, and then to the college as a whole.”

A faculty member described the most impactful element of the program as providing “the ability to develop a personal leadership vision.” She continued, “This was something I had thought about but that I had never really done. So the ability to develop a personal vision was very enlightening to me. In fact it still hangs on my board here, three years later.” She concluded, “I do look at it periodically to see if that's still my vision and to see if I'm making any progress in that area. So that was really significant to me.”

A significant demonstration of the value of leadership programs can be drawn from the ability of participants to demonstrate new, desired behaviors in their work. PLS participants were asked to describe what they took from the program that was directly applicable at work. Participants suggested that rather than developing specific new skills, the week-long Seminar enabled them to “come back and feel better about what I am doing and have a better understanding of my work and where I fit.” Another participant said, “I have not gone back and pulled tools out…like information related to the budget…but what I remember most as a result…is I felt more confident in my abilities…. to be a leader.” Dr. Cameron has observed this reaction to the program as well. He said, “We have had a number of participants come out of that program and said, ‘You know I believe I can do this stuff.’”

Others described that communication among their work group and added motivation to stay on top of their work resulted from a better understanding of the college vision and mission. Remembering the importance of the student success focus at the college was also helpful in one participant’s department. He said, “Students are still our number one focus here. Sometimes that gets lost with people. But no matter how crazy they [the students] make us…you just have to step back…and remember that's what

you're here for." Another PLS participant described the importance of "learning how to better lead in a college environment …realizing how important that is in college, and that college leadership and management is much different than in the private sector. College leadership is about forming relationships and managing through those relationships."

The importance of PLS coverage of community college history and the vision and mission of the institution was reinforced by Dr. Greenlee. This benefit was true even for participants who had been a part of the college and the system for a number of years. For some employees, Greenlee described the PSA as a "light bulb moment." For many she said, "Some had never heard the story of what the community college actually does for the community and the role that it serves and how instrumental that was for their development." The participants said they wished they had received that information earlier in their community college employment indicating, "I would have been much more effective had I had this earlier in my career."

One employee who was fairly new to the college recounted the value of the discussions of the state budget process and "some of the things relating to the law and educational law." Another said the discussions of leadership skills and behaviors had the best workplace benefit for them. He described the value of developing new skills when he said, "One of the biggest things was listening…, learning to be a very good listener. I think that is one of the things I've tried to work on in the last year." A third manager described the impact of the Maxwell book on his leadership philosophy and interactions with his staff. He said, "The book talked about managing upwards, downwards, and sideways. I don't think that I was communicating very well sideways…I think I learned from the book that I have to get them involved." He described how he changed his

leadership style as a result of the PLS, saying “College leadership is so much about embracing those around you…making sure that their voice gets bubbled to the top, that their issues are covered, and then checking back with them. I had never managed that way before.”

A common theme among participants pointed out that it wasn’t just the content of the PLS that helped them in their work, but the advantage gained from networking. Discovering and utilizing this network helped to overcome the feeling of “Not being familiar with the resources that the school had or its normal operations.” Another participant concurred saying, “I am much more likely to network than I was before and to take advantage of opportunities rather than stay on our little island here.” A third PLS veteran reinforced this value, saying, “To have outreach between departments, between divisions…and even now I am starting to look beyond [the college] toward cooperative partnerships. These are things that I hadn’t even considered prior to taking part in [the PLS].”

Two PLS participants had partnered to do some survey data analysis for a project in their department, a resource neither had not known was available until revealed in a discussion during the program. A GTTC staff member summarized this benefit saying, “Networks are everything in an organization; in a business, in a community college, anywhere. If you can take the people you think can contribute the most to your institution and force them into networking situations, you'll win.”

The post Seminar activity, through the LEAD program and involvement in college committees and work groups, brought an added benefit for some. Explaining how, one participant said, “This program is not just the week that we're there …we get

more in-depth, one-on-one with people in different parts of the college. All of this is forcing me out of my area…into the grant writing area…into the Foundation." As a result she said, "All of this has been contributing greatly… to the job I do coordinating this program." She explained further saying, "When I need something …I'm not stressing for the first couple of days wondering 'who am I going to talk to, how am I going to get there? What's it going to be like?' I'm more quickly getting to: 'Here's who I need to talk to. Here's how I'm going to get it done.'"

Dr. Greenlee pointed to examples of workplace applications that were similar to those voiced by participants. On the value of networking, she said, "They feel that they are in a better position, when they need something, to pick up the phone and make that connection without having any kind of reservations about making contact with that individual." She also noted, "We see people come away with more confidence. They are more confident in their ability to carry out their leadership role." In summary she said, "One of the greatest things that I have seen in terms of benefit is that participants are just more engaged with the community college itself. Many demonstrate more of a willingness to be an advocate, to step out and do more things in the community, to really project the GTCC image." She also recounted how her own research into leadership success and career progression pointed to the value of the PLS. Dr. Greenlee said, "We have seen people acquiring additional job responsibilities in terms of leadership positions." When asked about the contributing factors in that advancement, she said, "A number of people mentioned the President's Leadership Seminar as being instrumental to guiding some of their career decisions."

For a few participants, there were some elements of the program which were not as readily applied in their work at GTCC. For example, one employee described a session when there was a long discussion of developmental education, something that was not often a concern in their department. Similarly, in contrast to those who found the budget information very valuable, some found the information "not applicable to my job at all." Another said that the funding information may come in handy someday "But right now I really haven't grasped the value of that whole piece."

An added important measure of leadership development program results was the impact it had for participants on a personal level. One participant identified a variety of personal impacts, including providing more "personal motivation." The participant attributed this impact to "someone else seeing abilities in me that I probably didn't give myself credit for." A related impact was described as "just being a better person." This participant said, "It made me look at myself even more as a leader and that I can overcome any obstacles that may come my way." For some participants, the program allowed them to become more engaged in leadership activities and projects previously not open to them. One suggested the PLS gave them a "visible profile" on campus and another described this result as giving them "some exposure" at GTCC.

A third reported personal impact was a change in one participant's perspective on the college. He said:

> [the PLS] gave me a bigger view. It got me out of my own little narrow focus. I got a bigger view of the whole school and the school's purpose within the county. I got in a lot of cases, a better appreciation. So it got me out of my little box, and with more focus."

Identification of areas of personal strength and weakness as a leader was also described as helpful by one participant. He said, “I felt like I really came away on a more personal level with being able to identify where my weaknesses may lie, so that I could address those gaps…and beef up areas that I needed to beef up. I felt like that was useful, and beneficial.”

The next area of inquiry in this research focused on describing how the President’s Leadership Seminar program experience impacted participants’ career advancement or was expected to do so in the future. PLS participants, supervisors, Coordinator, and Sponsor were all asked about this outcome. Most participants indicated that the program had or would support their career advancement. Engagement in conversation about the organization and its future prompted some to focus more on personal development of a career plan as well. One new employee who came to the college from manufacturing said, “Going through this has probably made me a little more likely to think about making something happen that rather than just being here until something happens.” Another participant said, “People recognize that you're someone [college] leadership is looking at to do some stuff in the college.”

Related to this enhanced visibility and involvement, a participant described how the PLS gave them more confidence and the belief that in terms of their career after the program, “Nothing can stop you.” As evidence of this forward momentum, one said his new leadership role following a reorganization of his department. He felt it would not have happened had he not been through PLS and engaged in “some of the work that I did in that year-long [LEAD] project.” Looking to the future he said, “In the long term, if I

decide that I need to do something else, in the past I would've said, 'No, absolutely not. I am not ready for that.' And now, it wouldn't bother me."

After his involvement in the Seminar, one participant said, "I feel like it was as a result of my participation that I was asked to move into an interim position as Department Chair. So I feel like there was some direct [career] impact as a result." Another veteran faculty member said, "I think it was tied to me going to a Department Chair position." Participants said the program "opens up a lot of the doors personally and professionally." One described the benefit of enhanced ability and freedom to contact college leaders saying, "I think that is a huge difference. And your comfort level with those personal contacts…is that you can feel free to contact or call anyone."

The foregoing section described the variety of leadership development outcomes derived from the PLS by participants. The prominent leadership development themes identified by these participants are summarized in Table 4.8 below.

Table 4.8

PLS Participant Leadership Development Outcomes Reported by Participants

Category	Impact reported
Readily Applicable at Work	Reinforcement of the importance of focus on students success Communication skills, especially a focus on regular dialogue and listening Enhanced confidence Working together on project teams and committees Understanding the state budget process Insights about managing in several directions derived from the Maxwell book More familiar with the college's resources

Personal Impact of Program	Strengthened personal motivation Better identification of areas of strength and weakness Provided a bigger view of the college and the state system Improved and expanded relationships in network of contacts Being a better person, looking at self as a leader Learning how to better lead in a college environment Expanded outreach individually and for department
Career Enhancement	Provided greater exposure across campus Able to reorganize department, leading to new role Opens doors personally and professionally Greater comfort level to contact or call anyone It was tied to getting a promotion Put career advancement on my radar screen Made leadership development a daily activity
Overall Impact	Development of a personal leadership vision Enormous boost to self-confidence Understanding of the actual rules and regulations Bonding with professional colleagues Improved decision making

Participant supervisors also observed how participation in the PLS had helped employees advance. One supervisor attributed the enhanced career opportunities as coming from two Seminar-related outcomes. The first which supported advancement was the participant's "broader perspective of what the college is all about." The PLS "pulls you out of your daily job and puts you with people from all different parts of the college, so you get a broad view of what the college mission is, and how what you do on a daily basis impacts what the college does."

The second benefit from the PLS and related follow-up activities was "to get some skills [and] to…show some leadership abilities." The participants were seen as demonstrating "some leadership just in day-to-day activities." Other supervisors have seen employees demonstrate "growth and confidence, and "better initiative and …more

thoroughness." One longtime supervisor who had seen all of her direct-report employees complete the program described that "an enormous amount of enhanced self-confidence" had resulted from her staff being "singled out and recognized as someone that the college regarded as leadership material."

The prominent leadership development themes identified by the Coordinator, Sponsor, and supervisors are summarized in Table 4.9 below.

Table 4.9

PLS Participant Leadership Development Outcomes Observed by Others

Source of report	Outcomes reported
Reported by Coordinator	Participants acquiring additional leadership responsibilities in their job Networking with their peers and colleagues that work at other campuses, other off-site locations and developing that relationship and rapport with them More confident in their ability to carry out their leadership role Acquired additional leadership skills Development enhanced by an understanding of the history and mission of the community college
Reported by Sponsor	Development of senior leaders at GTCC and other colleges Enhanced belief in self as college leader Understanding the internal and external factors that influence the community college
Reported by Supervisors	Gain a broader perspective of the college, its people and operations Enhanced leadership skills, demonstrated in daily role and on college projects and committees Growth in self-confidence and independence of action Enhanced network of contacts and resources

Twenty-two PLS participants and 13 PLS participant supervisors responded to the 33 item on-line competency survey. Mean self-assessment ratings by participants of their leader behaviors following the PLS increased from before the program on all but three of the 33 variables. Average participant supervisor ratings increased from before the PLS to after program for 31of 33 variables, stayed the same on one and declined on one other behavior. These descriptive statistical results, similar to the results from CCC and PCC, were consistent with the leadership development outcomes reported above. The leadership development theme of participant outcomes were also seen in higher post-PLS rating on performance management (V9), change management (V10), performance self assessment (V27), and risk taking (V29). Reported improvements in knowledge of and behavior in concert with the college, community and system culture were also seen in higher program competency ratings on a systems approach to problem solving (V3) and an entrepreneurial approach to funding (V8). Consistent with networking impacts were higher post-PLS mean ratings on collaboration (V17) and networking (V19). Personal impacts previously were congruous with high survey ratings by supervisors on managing stress (V28).

Participants, planners, and leaders of the President's Leadership Seminar reported a variety of leadership development outcomes for PLS participants. These outcomes included alignment of personal goals and objectives with the college's mission and reinforcing a critical GTCC focus on student success. Others reported outcomes such as promoting high standards for integrity, support for teamwork and innovation, and enhanced reporting accountability. Participants described other advances in knowledge and skill in funding, self-assessment, use of a systems perspective for problem solving,

and greater risk taking. Improvements in self-confidence, communication skills, motivation were also noted. The PLS experience was viewed by some as the paramount professional development experience of their career. For all stakeholders, the PLS program has become the highlight of the development calendar and has led to development among leaders at all levels of GTCC.

Research Question # 3 - Guilford Technical Community College

What perceived leadership development outcomes for Guilford Technical Community College are attributed to the President's Leadership Seminar?

Understanding the impact of President's Leadership Seminar on GTCC focused on perceived consequences for the participants' work unit as well as the institution as a whole. Data for these outcomes were obtained through interviews of participants, participant supervisors, and the PLS Coordinator and Sponsor.

Work Unit Impacts

Participant perceptions of the impact of PLS on their department or workgroup impacts started with learning and sharing the content on "new and innovative leadership ideas." One participant pointed to the advantage of having another trained and competent leader in the group which "enhances leadership throughout the department." A related workgroup benefit was the addition of a "more knowledgeable" employee to the workgroup dynamics. One participant described this outcome as helping the group to "move things through faster." Another participant described how the PLS put them in a position to "help get things done." He said, "I can be much a more valuable asset to my department chair." For example, he described a case where there were some issues brought up by faculty about the bookstore operating on a satellite campus. Because he

had been through the PLS and the bookstore manager was a member of his PLS cohort, he was able to make direct contact with the manager and the situation was “cleared up fairly quickly.” He described how this example helped his unit and supervisor because “it took that problem off her plate.”

Another PLS graduate said understanding the connectedness of all of the elements of the institution helped her work unit. She described how paperwork from all over the school comes to her office and how as a result, her group’s work “involves everybody’s job.” Another view on college coherence was described by a participant whose unit is located in a remote building. He said, “I think it benefited the department…politically.” He said his department chair was a well-known figure on the campus, “but [the rest of the campus] didn’t know anybody else. You know, we were sort of the other side of the faceless names here.” He said that because of the PLS experience he and his unit were given the “opportunity to connect with those people [which] put our program a little bit more on the map and so a lot more people recognize it. It’s not just that other thing across campus.”

Knowledge of the historical, legal, and structural facts of GTCC and the NC community college system was also seen as adding value that participants took back to their departments. This was seen as important as one participants said because, “There are a lot of people that have worked here for a long time that haven't had the exposure to some of this information. So this is a real equalizer where it gives people the exposure to things that they may have never heard before.”

One GTCC manager, who had completed the most recent PLS, said “I have been able to recognize what inherent qualities I have…and what my strengths are as a leader.

As a result, I've been able to…implement them as a department leader." She further said, "It helped…to put faces with names, and what people do, and what they're responsible for, so that when I have a question, I can answer it, and that is instrumental in my group." As a result, she said, "I know who to go to. I know who has the information. I know where my resources lie, which has been extremely helpful."

The Maxwell book prompted a participant to describe another work unit benefit derived from the PLS. This participant said, "One of the things he talked about… is development of others around you. I don't have anybody that works for me, but some of the same kinds of things apply to your co-workers." He further described his post-Seminar focus on "how you interact with people, listening skills, and what they see in you, and how you go about your day. I would like to think that I improved enough to be beneficial to others just in the way I now conduct myself on a daily basis." Similarly, a manager summarized the impact of the Maxwell book's message as resulting in reaching out to his staff "a lot more than I used to. It's helped me to become a much better manager, and I hope it has benefited them. It definitely made me open my eyes quite a bit."

Other work unit benefits observed by supervisors included employees identifying other sources of guidance and mentoring support as an element of college succession planning. The PLS was also seen a source of motivation for employees in two ways. First, it provided some employees with a challenge by communicating, "You can do more than what you're doing." This message seemed to resonate best with people who "want to do more, want to be something else, but are afraid to say it." A second way the PLS has served as a tool for supervisors was as a method of recognition.

Institutional Impacts

Participants and participant supervisors were also asked to describe how the PLS benefitted the college. These impacts were consistently identified along several themes. The first theme revolved around focusing on college cohesiveness and a common understanding of and support for its vision and mission. While acknowledging that this benefit was hard to measure, one participant said, “Improving all employees here and the way we conduct ourselves and our perception of what we are doing here and what the philosophies of the college are, I think [is] beneficial.”

The importance of greater coherence between the administration and the other departments was also on the mind of another participant. He said, “It's easy to develop a small wall of focus around your job. With any type of exposure comes understanding, and with understanding, to be honest, breaking down political barriers.” Another participant suggested that a way to measure this benefit was “from an administrator’s point of view.” She said, “People tend to accept ideas, decisions, dictates, whatever…if they understand it. If people…know where you're coming from, they accept it a lot better.”

A veteran of many years at the college saw the benefit as increasing employee motivation to take risks and aspire to advance at GTCC. Characterizing the PLS as “a huge investment,” he described how it provided some reassurance for employees who are not willing to push ahead “because of the chance for failure.” The PLS sent the message that whether it is interviewing for a job or attempting to implement a new idea and not succeeding, “That it's okay if you don’t succeed the first time.” Along a similar line, another senior employee said, “Everyone can be very valuable for the institution.” The

challenge they identified was to “Make somebody who doesn’t care about being at the next level [feel] just as motivated and valuable. I don’t know that you have to have [a desire to get promoted] to contribute.”

While not for everyone, development of the next generation of college leaders by PLS was a benefit seen by many. Explaining the PLS benefit for the college, one leader said that “…you get a bigger pool of people that you can draw on and feel confident about.” One participant referred to the opportunity to assess her own potential in this way: “Do you match what the institution wants, and what they're all about, and what they want to accomplish? It helps you to see: if leadership really is an area that you want to continue to learn about.” Going one step farther, another participant described this theme, saying “I perceive it as giving the college an opportunity to identify folks who not only have aspirations of being in leadership positions, but perhaps possess qualities that the institution feels like fits [with] the mission.” He described the importance of not only developing skills, but ensuring that “there's a good alignment there between individuals and the organization. Just because you have the skills, if you're not a good fit with what the institution represents as a whole, it's just not a good fit.”

Participant supervisors identified a number of institutional benefits from the PLS program. One supervisor said, “I look at college staff after they do this…how they have grown in their roles here at Guilford Tech.” In agreement another said, “It helps these people be more effective in their jobs, whether or not they ever actually move on to another leadership position within the college.” Another supervisor remarked, “Everybody, I think, gets some skills to make them a better leader, even if it's just in their day-to-day activities that they do things better, because they have a better perspective.”

Similar to a theme voiced by participants, one supervisor said, “I think the global perspective in seeing the college's mission outside of what you do day-to-day is invaluable.” A finance manager said, “The fact that they will come back more knowledgeable, that's a huge benefit. And I don’t have to stop and explain, ‘This is why this has to be this way, that's why that has to be that way.’ It helps us move things through faster.”

Developing the next generation of leaders was identified again as an institutional benefit derived from the program. One unit manager described the program as beneficial by serving as a tool in organizational and leadership succession. She described how it allowed her to meet potential candidates to lead her group in the future. She said, “I'm always shopping for my successor and…for a successor in all the areas that I have.” She sounded a pragmatic note commenting, ”If somebody gets hit by a bus tomorrow, what are we going to do? So when you talk about succession planning…people could come out of all different kinds of areas.”

Due to their increased visibility and an enhanced network, participants are often sought to take on additional or new assignments. One supervisor saw PLS enhancing participants’ ability to “accept leadership when offered or step into a void.” A long-time GTCC manager described the succession planning benefit for the college as “Training that next wave of leaders.” He continued, “I think it [also] makes it easier to accept other people who move up in leadership. If you're in [PLS] with someone and they become your boss, or your boss' boss, then you have a better perspective on where they’ve come from.”

PLS participants and participant supervisors identified how they felt the program benefitted the college in response to questions about work unit and institutional impacts. Three broad themes dominated the institutional benefits identified: (a) succession management and professional development, (b) college cohesion and understanding, and (c) providing a form of recognition.

Table 4.10 below provides examples of interview comments about these themes

Table 4.10

Impact of PLS for Guilford Technical Community College

Institutional benefit themes	Interview comments
Succession management and professional development	One of the primary goals of being a leader is development of others around you. Training that next wave of leaders…because all of us at some point are going to...not be here… I would think that there expectation is improving, improving people in preparation for a higher position.
College cohesion and understanding	With any type of exposure comes understanding, and with understanding, breaking down political barriers. I think the global perspective, seeing the college's mission outside of what you do day-to-day is invaluable. It educates people on some of the fundamentals…that we often overlook, like, What is our mission and why are we here?
Provide a form of employee recognition	We don’t have lots of ways to hand out rewards. So this is a recognition that I'm able to give to someone that I've noticed your work, I see the leadership potential in you. One of the main benefits is just the fact that I can use it to provide some recognition. Because we just don’t have that many ways to do that. And it's such a life-affirming and enhancing experience for these people that it's always wonderful when you can do that for someone else, and move them along.

Dr. Cameron, from his perspective as the Sponsor, described several institutional benefits he had observed from the PLS. The first advantage he cited was building the next generation of community college leaders, by helping to make “a lot of employees, a lot better.” He continued to describe PLS as resulting in improvements across GTCC as an institution. He said, “I think we are a better institution today and a better organization because those employees have gone through the training in the Leadership Seminar.“ He attributed this improvement to the PLS focus on developing “a better picture of the large umbrella, the big picture concept.” The third broad area of benefit he identified was as a result of ”huge differences in the relationships they walk out of there with.” The participants are chosen from all over the college, and as a result, “They may very well get to know someone that they've never even met.” Through the PLS interactions he said, “They get to understand…where that person’s focus is or something that may have caused a difficulty in the past.” He cited the interpersonal connections and bonding that takes place, providing “partners to go to afterwards.”

A corollary benefit Cameron described was development of a climate that supported the idea that professional development was important. He defined the benefit of his program as being far beyond what people get by attending conferences and other professional development programs away from the college. He explained that unlike out of town, individual training programs “when we finish a [PLS] program at the end of a year we have 20 – 22 employees who have worked together, studied together, shared excitement together. If they have a problem they pick up the phone and call.” He concluded, “I think that it is a different philosophy and concept in leadership development and in the program we use versus the other very important staff

development programs." Unlike the PLS, he said those other programs are "not changing the climate and the culture of the organization in the college."

Dr. Greenlee, PLS Coordinator, identified several elements as comprising the institutional benefit of the Seminar. She indicated that participants have remarked frequently about the multiple advantages of networking. She described the attributes of that benefit as expanding their network to include "peers and colleagues from different disciplines, and different campuses and being able to meet them face-to-face and get to know them and [to] begin building relationships with them." Greenlee said, PLS employees "feel that they are in a better position, when they need something, to pick up the phone and make that connection without having any kind of reservations about making contact with that individual." As a result Dr. Greenlee sees the PLS contributing significantly to completion of "some of the work that gets done across the campus [on the] larger projects…we have going on."

She also pointed to the benefit of the LEAD program and the accompanying 360° feedback process as a second institutional benefit. She described how PLS graduates "begin to analyze what they are doing well and what needs improvement." From here, she has witnessed Seminar alumni making significant strides in their leadership delivery. A third institutional benefit identified by Dr. Greenlee was a higher level of institutional engagement among folks who have participated in the PLS. From her observations, and the testimonials of peers and colleagues, she described a greater willingness of PLS graduates to "be an advocate, to step out and do more things in the community to really project the GTCC image."

The Coordinator and Sponsor were also asked to reflect on the PLS initiative and identify if there were any outcomes that were different than they had expected. Dr. Greenlee said that she was surprised that participants occasionally did not understand the importance of the program and its professional status in the GTCC culture. She said that has been reflected by people who dressed casually for the event or who left before the end of a session to attend something that was perceived as more important. Dr. Cameron responded that he had not had any disappointments and that his only surprise was that "It certainly took off better than I thought. I didn't quite expect this kind of enthusiasm but I think the results have been just phenomenal. We absolutely have better employees today as a result."

The President's Leadership Seminar at GTCC has seen nearly 200 employees participate since it started in 1997. Participants, supervisors and PLS leaders have each identified ways in which GTCC has benefitted from the program. From developing new presidents and college leaders to enhancing GTCC's operations, the program is viewed as a valuable asset for the college and its leaders.

Research Question # 4 - Guilford Technical Community College

How did the programmatic elements of the President's Leadership Seminar relate to perceived leadership development and organizational outcomes for Guilford Technical Community College?

The AACC plus one framework, developed for this project, was used to organize the examination of PLS programmatic elements and outcomes reported for participants and the college. In this section, individual and institutional outcomes resulting from the PLS are examined according to the seven parts of the AACC plus one framework. Data

used to answer this question for GTCC were from on-line surveys of LI participants and participant supervisors, program documents, and interviews with participants, participant supervisors, and the PLS Coordinator and Sponsor. PLS programmatic elements were examined in three groupings, including program structure, delivery methods, and program content. These programmatic elements were then matched with each of the seven categories of the AACC plus one framework.

Programmatic Elements and Outcomes

Data collected about the GTCC PLS program identified a number of individual and institutional benefits. These data pointed to a series of program structure, delivery methods, and session content foci as influences for the outcomes reported. Three structural components, a small cohort size of 20 – 22 participants, broad eligibility across all full-time faculty and staff, and the off-campus business conference program setting, were seen as most important in facilitating these beneficial outcomes. A wider range of program delivery methods were identified as supporting the outcomes. Participants, participant supervisors, and the PLS leadership team described establishing project teams among PLS cohort groups, the use of assessment instruments, group discussions and small group exercises, and supplemental readings as leading to these outcomes. Eighteen topics were covered in the four and one-half days of the PLS according to the Coordinator. The topics most frequently mentioned as providing individual or institutional benefits were accreditation and institutional effectiveness, budget and finance, GTCC culture and values, communication, community relations, collaboration, diversity, economic development, governance, institutional mission and purpose, leadership approaches and theories, and team building. Appendix DD provides the details

of the programmatic elements and their relationship to reported leadership development and institutional outcomes of the PLS.

A comprehensive review of the President's Leadership Seminar at Guilford Technical Community College was covered in this section. Details about the program planning, developing, delivering, and strengthening approaches and perceived outcomes were reviewed. Participant and institutional outcomes and the influences of various programmatic elements which reportedly led to these outcomes were also described

Cross-Case Analysis

This section reviews results across the three community college leadership development programs studied. The findings represent programmatic elements and individual and institutional outcomes reflected across the three programs. This was accomplished by comparing similar results or contrasting findings which were perceived to be interesting and important. This section is organized around the planning, developing, delivering and strengthening program elements, leadership outcomes for participants, institutional leadership development outcomes, and programmatic elements and outcomes, just as the individual program results had been reported.

Planning the Leadership Development Programs

Each of three leadership development programs studied were sponsored by the college president and connected, officially or informally, with the office of the president. Each had a designated coordinator whose stated job duties included directing the leadership program and other organizational development activities. Other similarities among the programs included program goals focused on skill development, enhancing teamwork and institutional cohesion. While each of the programs was held at an off

campus location, only the Pitt CC program was typically held out of town. The GTCC program did not include any overnight stays during the program. Each college used a mixture of college and outside resources for the development and delivery of the program. A final similarity involved an eclectic use of participant input and planning team influences in determining the participant and institutional needs for program development.

The impetus for each program provided the first planning-related contrast among the programs. Carteret attributed the inspiration for their program to faculty and staff participation in a national professional development conference. In contrast, the Pitt CC Sponsor had previously been involved in a similar program in Illinois. He, like his future Coordinator, had been inspired by Campbell's 2002 work, *The Leadership Gap* (Campbell, 2002). GTCC's Don Cameron attributed the impetus for his LDI, started several years before either of the other programs, to conversations with Dr. Jeff Hockaday, his former supervisor and mentor. Two of the three programs had formal mission statements. The Carteret mission statement emphasized faculty and staff and their development to support the college and community and to ensure continuous improvement of services and programs. Guilford's statement was similarly future-focused and emphasized leadership development throughout the college.

Program parameters provided the sharpest contrast among the planning elements. In two cases the program was held on consecutive days, at Pitt Community College over two and one-half days and 17 contact hours at Pitt Community College, and over four and one-half days with 25 contact hours for the GTCC program. The Carteret program was over twice as long as either of the other programs, spanning more than nine days and

providing nearly 70 hours of development programming. The cohort sizes for the CCC and GTCC programs were similar throughout their program histories, ranging from 18 to 24 participants. The PCC program was more than double the size of either of those programs, involving 50 participants during most of its offerings. The GTCC program was initially an annual offering, like the other two cases, but has recently changed to an every other year program. The Carteret program suspended its annual offering schedule after the 2007-8 academic year. There was no consistent timing of the program offerings. Pitt held its program during the fall semester and Guilford during the spring term while Carteret's longer program ran from September to April. Program budgets ranged from $6,500 to $25,000 and were drawn from a variety of sources, including participant fees paid by their departments, college foundations and state professional development funds.

Developing the Leadership Development Programs

Activities and approaches for developing the leadership program at each of the colleges consisted of publicity, creating buy-in among participants and college leaders, defining and promoting program benefits, mentoring, application and selection approaches, diversity, and curriculum development. Programs at each school were publicized through a mix of print, electronic, meetings, and word-of-mouth communications. Self-published brochures sent to all staff via interoffice mail were used at Carteret to announce the program and to solicit interest and applications. Both Pitt and Guilford used some printed materials, but relied more heavily on web-based promotional strategies.

Interest of participants in and leadership support for the programs was evident nearly from their inception and consistently demonstrated throughout their operation.

Selection for the program was viewed positively at each school and past participant involvement in college leadership groups supported the perception of LDI involvement in high esteem. Anecdotal support for this perception ranged from LDI alumni promotions to their engagement in planning future offerings. Since the Carteret program has been suspended for two years, reportedly in part due to a change in college leadership, it points to the importance of the Sponsor's support in the development and continuation of the leadership programs.

Participant benefits from LDI involvement included opportunities to participate in personal, personality or leadership style assessments. Each program acknowledged that there were no guarantees for career advancement as a result of program completion. At the same time, formal and informal communications pointed to the enhanced competitiveness for career opportunities which were attributed to selection for and completion of the program. Despite this positive attribution to the program of career competitiveness, none of the programs had a formal mentoring program for participants or consistent expectations and related mentoring training for leaders.

Applications processes for the programs were substantially similar, even though paper and electronic means were used across the cases. Carteret and Guilford used paper applications, while Pitt's application process was conducted on-line. Regardless of the application medium used, each program asked applicants for similar information. In addition to demographic and career history information and affirmation of the commitment to fully participate in the program if selected, the applications sought descriptions of professional and career goals and interests and expected benefits from the program. Applicant supervisors were expected to endorse the application of their

employee and agree to the release time for their involvement. Two nuances involving supervisor approvals were noted: the requirement at Carteret, for payment of a registration fee of $75.00 and at Guilford, confirmation that the applicant had “attained overall ratings of commendable or exemplary on their most recent performance evaluation.”

Target groups for each of the programs were similar, each seeking current and aspiring leaders among full-time faculty and staff throughout the institution. Carteret, by explicitly stating their focus on leaders “at all levels” within the college in their program mission and Pitt, with their program motto, “Leadership is measured by contribution, not position,” demonstrated broad program eligibility. The selection procedures for each program were similar and involved reviews of application materials by a committee of program planners and leaders. Sponsors at each school were involved in the approval of the cohort for each of the program classes. Guilford occasionally involved applicant supervisors in interviews about their employees and the human resources department was asked to confirm the applicant’s good standing in the performance management system. The involvement of a diverse group of participants was a stated objective for each program, although no formal, extraordinary, or affirmative approaches were used to ensure a divers pool of applicants of participants.

LDI curriculum development tasks have included inputs from coordinators, sponsors, college leadership, planning committees, and following the initial program, suggestions from past participants. At Carteret and Pitt, LDI alumni were selected to serve on the planning group for subsequent programs starting with the second program year. The Guilford curriculum has been typically developed by a planning team

consisting of the Sponsor, Coordinator, and several members of GTCC's senior leadership group. This group considered past participant input gleaned from the evaluation process conducted at each session.

Delivering the Leadership Development Programs

Leadership program delivery elements include program topics, delivery methods, assessment instruments, supplemental readings, mentoring activities, cohort projects, technology, and speakers, facilitators and presenters. Since many of the sessions during the three programs were titled in creative ways and some sessions covered multiple topics, often not reflected in the session title, LDI program coordinators were asked to identify the range of topics their programs covered.

Twenty four topics were identified from the literature as the basis for evaluating the content elements of leadership program delivery. All but one of those topics, media relations, was offered during the program agendas examined at the three colleges. This topic had been a part of the Guilford program in past years but was not a part of the 2009 offering. In addition to leadership approaches and theories, six other topics, including budgeting and finance, college culture and values, communication, diversity, economic development, and institutional mission and purpose, were a part of the curriculum at all of the colleges studied. Nine other topics were offered by only one of the colleges; conflict resolution and customer service only by Carteret, decision making, planning, and team building only by Pitt, and accreditation and institutional effectiveness, ethics, fund raising and resource development and mentoring only at Guilford. Appendix EE includes a listing of the topics covered by each program.

Nine different methods of program delivery were identified among the programs studied. As expected, the longer program at Carteret utilized more of these approaches than did either of the other LDIs studied. Table 4.11 below displays the delivery methods used by each of the leadership development programs.

Table 4.11

Delivery Methods

Delivery Methods	Carteret Community College	Pitt Community College	Guilford Technical Community College
Assessment instruments	X	X	X
Case study			X
Cohort projects	X	X	X
Discussion	X	X	X
Demonstration			
Group exercise	X	X	
Lecture	X	X	X
Supplemental readings		X	X
Training game	X		

The final elements of program delivery included technology used and the selection and affiliation of personnel to deliver the sessions. Technology used to deliver all of the programs was limited to computer hardware and software, and audio visual equipment. Personnel involved in the delivery included a mix of college and outside resources. Much of Carteret's program was delivered by the Coordinator with help from

faculty and staff resources from the college. Those involved from outside the college were all from North Carolina and provided their expertise for a small fee or an in-kind trade with the Coordinator. The majority of the Pitt program involved resources from the college, nearby East Carolina University, other community colleges, or the NC Community College system office. In contrast, the Guilford program featured notable community college faculty and administrative experts from several different states along with local and state community college leaders.

Strengthening the Leadership Development Programs

The hybrid framework developed for this study identified four elements for strengthening the leadership development programs, including ensuring program longevity, evaluation, program modifications and reward, and celebration for program completion. Two additional elements focused on ensuring program longevity, including developing a policy for the LDI's continuation and offering other activities after the program. None of the LDI colleges had a formal college policy calling for the continuation of leadership program. In fact, the Carteret program was suspended in 2008. The strongest connection to a formal commitment was seen at Pitt Community College, where the LI was incorporated into one of the four strategic goals for the president and the college. Guilford's commitment to the program was facilitated by the consistent funding of the program by the GTCC Foundation and the active involvement of college Trustees in program delivery and celebratory events.

Each program's evaluation approach was implemented primarily to improve and adjust the program content and delivery. The Carteret approach collected participant feedback during and after the program. In contrast, the Pitt evaluation effort was

conducted after the completion of the LDI and the Guilford evaluation approach was limited to input by participants during the sessions. Handwritten tools were chosen by Carteret and Guilford while Pitt utilized an on-line survey for feedback collection. Data collected by all of the colleges were examined by essentially the same group of program stakeholders who were involved in planning the program.

Only minor changes were made in the program from year to year based on the evaluation data collected. Session approaches and topics covered were modified from the inception of each program, but few of the content or delivery changes would be considered substantial. Budget considerations were among the most influential factors in prompting program changes, influencing the elimination of the program at Carteret and leading to the shortening of the Pitt program in 2009 and halving its cohort size. Guilford added a day to its program in 2009, in part based on feedback from prior program participants. Formal and informal recognition for participant program completion was evident in each program, ranging from celebratory banquets and certificates to ongoing involvement in college leadership assignments and projects. Appendix FF provides a summary of the planning developing, delivering, and strengthening elements of the three programs studied.

Leadership Outcomes for Participants

Leadership development outcomes for participants attributed to the LDI program experiences were primarily gleaned from open-ended survey responses, interview comments by participants and participant supervisors, and document reviews. Some additional information was available from participant surveys, alumni and planning group discussions, and interview comments made by the LDI coordinators and sponsors. These

data identified participant outcomes primarily in four groups, including those which were readily applicable at work, had a personal impact, resulted in career enhancement outcomes, or enhanced overall participant capacity as a college leader. Themes for outcomes which participants across the colleges indicated were applicable at work included new and more productive relationships with co-workers, greater appreciation and understanding of leadership skills, styles, and techniques, an enhanced network of campus contacts and resources, and direct application of LDI ideas and knowledge in the classroom or on the job. The most prominent personal impact theme involved an increased sense of empowerment, self-confidence, motivation, and assertiveness. In addition, participants at each school acknowledged knowledge gains from the program and a sense of improved effectiveness in their work roles with individuals and more diverse groups.

Several participants at each school identified recent career enhancements, including promotions, revised job duties, and greater exposure to opportunities to demonstrate leadership on campus as benefits of their LDI participation. Additionally, participants reinforced the value of new found appreciation a broader and more complete understanding of their college, its community, and the operating context as having an impact on their career advancement opportunities.

Interviews with coordinators, sponsors, and participant supervisors identified additional perceived leadership development outcomes at each of the colleges. Coordinators identified knowledge gains, improved networks and relationships, and more and better participation in committees, projects, and other leadership opportunities at each of the colleges. LDI program sponsors and participant supervisors at each school

pointed to overcoming traditional silos and cross-unit barriers, and developing better alliances and resource networks among the participants as benefits their LDI created among participants at their college.

Consistent with these qualitative results, on-line surveys with participants and participant supervisors at each school identified mean self-assessment scores for each of 33 leadership behaviors before and after the leadership program. These results reinforced the perception of individual outcomes for participants at each school. Participants were seen as making gains in leadership competence consistent with the themes derived from qualitative sources. Appendix GG provides a summary of high participant leadership competency ratings from participant and participant supervisor surveys across the three programs

Leadership Outcomes for the Colleges

Data from interviews with LDI program coordinators, sponsors, and participant supervisors identified their perceptions of leadership development outcomes for their institutions. Program coordinators and sponsors echoed the institutional benefits of cross-college knowledge development and networking. They indicated this led to improved working relationships and resulted in better student services. Participant supervisors continued the theme of working relationship development within work groups and across the institutions. They cited improved morale and greater networking as creating a more cohesive college team and resulting in better representation of the college by their employees.

Programmatic Elements and Outcomes

As has been previously discussed, the three leadership programs studied have produced a number of leadership development outcomes for individual participants, work units, and the institutions a whole. For participants, these outcomes were organized into seven categories referred to as the "AACC plus one" framework. Outcomes reported for participants in each of these categories were then examined in light of three groups of programmatic elements, including program structure, delivery methods, and content topics. This approach to analysis yielded indications of which programmatic attributes seemed to support participant outcomes.

When compared across the three programs, the program structure attributes of LDI eligibility and cohort size seemed to support advances in understanding of and support for organizational strategy and the fostering of increased collaborative behaviors. Discussion-based sessions were identified as the delivery method which appeared to support participant advances at each of the colleges. Not surprisingly, given the named leadership focus of the programs, sessions on leadership approaches and theories were identified as supportive of reported participant outcomes. Other topics which were perceived to support participant outcomes from all of the programs focused on balancing personal and professional life, collaboration, college culture and values, communication, and community relations. The common theme of institutional advancement gleaned from each of the programs focused on the establishment of more and better relationships among employees from a variety of offices and work groups, resulting in greater cohesion and teamwork at each of the colleges.

Conclusion

This chapter provided an introduction to the three research sites and the planning, development, and delivery of their LDI program. Extensive findings for the four research question for each of the sites were presented. For each research site, its LDI planning, developing, delivering, and strengthening elements were examined according to the hybrid research framework developed for this study. Survey and interview data were used to describe individual leadership development outcomes attributed to participation in the program. Institutional outcomes identified in 41 interviews at three colleges were described. Individual and institutional outcomes were also explained in the context of the AACC competency framework and the structural, methodological, and content elements of each LDI. An analysis of the similarity and differences between these research results across all of the programs was also provided.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

Introduction

As outlined in Chapter One, the study reported here describes the planning, developing, delivering, and strengthening elements and individual and institutional outcomes of three campus-based community college employee leadership development programs. This chapter is organized around the four specific questions which guided this research. Participants in the study included over 130 full-time faculty and staff volunteers at three community colleges, Carteret Community College, Morehead City, NC, Guilford Technical Community College, Jamestown, NC, and Pitt Community College, Greenville, NC. These leadership program participants, participant supervisors, coordinators, and sponsors participated in on-line surveys and face-to-face interviews. In addition, findings reported in this study reflect information obtained from document analysis and follow-up emails.

Summary of the Study

Overview of the Problem

Recognized authorities and researchers have been reporting for over a decade on an extraordinary leadership development challenge facing America's community colleges. This challenge was based on several factors, including a worldwide population aging trend, inadequacies in traditional sources of community college leader preparation, increasing demands placed on those in college leadership roles, and continuing changes in the make-up and needs of the communities served by these colleges.

Like most other employment sectors in the developed world, turnover of community college personnel based on numerous retirements has begun to create a critical leadership succession challenge. Predictions indicate that more than half of the community college presidents serving at the start of the 21st century will retire before the first decade concludes. In additions, thousands of new senior level administrators and faculty will be required to replace those leaders retiring from the other positions.

While these senior leader shortages have begun to occur, complications ranging from the unattractiveness of taking on leader responsibilities to increasing retirements at all levels of the leadership succession pipeline have also added to the urgency felt to develop more leader candidates. In addition, many potential leader candidates are entering the community college world later in their careers, further handicapping their ability to advance in order to assume leadership roles. An additional compounding factor is the increasing complexity and intensity of the challenges facing community college leaders. From updating and deploying technology to the requirement to act more entrepreneurially, leaders are facing broader and more complex expectations. A final leadership development challenge emanates from the lack of diversity among leaders and their replacement candidates.

Historically, community college leader development has primarily been supported by post-graduate education, on the job training, specialized institutes like those sponsored by the AACC and NISOD, and hiring leaders prepared through service at other institutions in education or other sectors. Unfortunately these approaches have not kept pace with the demand for more and better leadership at all community college levels. In recognition of this shortfall, some institutions have launched their own leadership

development programs. While these leadership development institutes (LDIs) have begun to appear, they are relatively few in number and have only recently begun to be the focus of research to identify and disseminate best practices.

Purpose Statement

This research was designed to build on the few previous LDI reports in order to move toward a comprehensive understanding of a variety of LDI program approaches. It provides a detailed examination of the programmatic elements of three college leadership development programs. Participant leadership development results and institutional outcomes are also examined and explained in the context of program structure, delivery methods, and content.

This study was also undertaken to add to the growing body of knowledge about community college leadership development programs. Its purpose centered on describing the planning, developing, delivering, and strengthening elements and individual and institutional outcomes of three community college leadership development programs. Data collection and analysis was conducted using a mixed-methods case study approach. Leadership program participants, participant supervisors, and programs sponsors and coordinators were the targeted study participants. Results of this research have implications for community college leadership development programs, their staff, participants, and sponsors, and the students and communities served by the college. The enhanced hybrid framework developed for analyzing and understanding these programs provides a platform for enhanced program planning, developing, delivering, and strengthening.

Research Questions

The following questions were examined for each of the participating community colleges as well as across the three programs:

1. What programmatic elements were included in the planning, developing, delivering, and strengthening phases of each LDI program?
2. What perceived leadership development outcomes do study participants attribute to their participation in the LDI program?
3. What perceived organizational outcomes do study participants attribute to the LDI program?
4. How did the LDI programmatic elements relate to perceived leadership development and organizational outcomes?

Review of the Methodology

The research of the three cases in this research included nearly identical data collection steps and instruments for each of the colleges. After a series of telephone and email communications, the researcher held a face-to-face meeting with the LDI coordinator at each school in November and December 2009. Planning and data gathering tasks, including confirming the schedule for the study at each college, identification of study participants from among leadership program participants and supervisors, and defining document requests, were completed during these meetings.

In January 2010, each college LDI coordinator communicated with the selected populations of participants and participant supervisors from the last two cohorts of their programs via email. In addition to communicating that the college had agreed to engage in this research, the message also encouraged the recipients to volunteer to participate in

the study. They were also told that they would be contacted by the researcher during the week following the announcement of the study by the coordinator.

LDI participants and participant supervisors at each school were invited via email to participate in an online survey assessing participant pre- and post-LDI leadership behaviors. Up to three additional emails were sent to LDI participants and participant supervisors who had not responded to previous requests to complete the online survey. Following the researcher's introductory email, a request to participate in a face-to-face interview was also sent via email to participants and participant supervisors. A total of 35 volunteers agreed to be interviewed during the researcher's two-day site visits at each college, along with the coordinator and sponsor at each school. Site visits were conducted at the colleges between February 9 and 25, 2010. LDI coordinators and sponsors participated in 50-75 minute interviews and LDI participants and participant supervisors were engaged in 30-50 minute interviews.

A total of 130 online surveys were submitted by the participants at the three colleges, 21 from CCC, 72 from PCC and 37 from GTCC. Fourteen of the CCC respondents were past participants and seven were supervisors. The PCC respondents consisted of 46 LDI participants and 26 participant supervisors. Of the 37 GTCC respondents, 23 were program participants and 14 supervisors. The survey responses were thoroughly examined and it was determined that several surveys were incomplete and these data were excluded from further analysis, resulting in 121 completed surveys available for further analysis.

Descriptive analyses of these surveys were conducted within individual college groups. This was chosen since merging the data would have threatened the integrity of

the analysis since the LDI programs each group of respondents were answering questions about were very different. Within each school, the responses were further divided into participant and participant supervisor groups. The mean self-assessment scores by participants and participant supervisors for each of 33 leadership behaviors before and after the program were calculated. The value of these data analyses in independently assessing leadership development outcomes for LDI participants were limited due to the low reliability of the 33 Likert-type items included in the survey instrument. As a result, leadership development outcomes for participants attributed to the LDIs were based primarily on open-ended survey responses by participants and participant supervisors, document reviews, and selected interview comments made by the LDI coordinators and sponsors. Quantitative survey data were used to complement these qualitative data and supported the use of triangulation to lend additional credibility to and confidence in the qualitative analyses.

Verbatim transcripts of the recorded interviews were created by the researcher with the assistance of professional transcribing services, and subsequently verified. The researcher also emailed each participant a draft of their interview transcript for member checking to ensure that the transcript conveyed the intended message of the interviewee. Study participants were given seven to ten days to review and comment on the transcript and transcripts were corrected based on interviewee feedback.

Once the transcripts had been corrected and verified, analysis of qualitative data was the next critical step. Each transcript was read again and coding of the information into useful categories was completed. Once developed, these meaningful categories facilitated the organization of large amounts of text. Response patterns were identified

and further organized into themes aimed at answering the research questions of the study. Interpretation of the themes resulted from repeated and systematic and comparisons of the content. This process led to identification of a number of similar responses among study participant types and resulted in an understanding of respondent meaning. Groupings of study participant responses were organized to identify themes for answering the research questions. See Appendix HH for Code and Theme Definitions used for this analysis and interpretation.

Limitations of the Study

Several limitations of the study were recognized in the planning and proposal phase of the research. These limitations included:

1. The voluntary nature of the participation in the study as well as the potential of the study colleges to exclude relevant documents from review limited the researcher's ability to definitively know the truth about any LDI program.
2. Measuring leader competence with the ICCD survey created several limitations. The first was the self-report nature of the instrumentation. The second limitation on the efficacy of the survey was the potential for LDI participants and their supervisors to distort the pre-LDI and post-LDI competence.
3. The final limitation was the possibility that influences on leader development other than the LDI program may have unknowingly contributed to the perceived competence reported by the survey respondents.

Additional limitations were identified during the implementation of the research plan. Notable among these were weaknesses in objective measurement tools. The survey

instrument was found not to be fully useful for determining perceived participant leadership competency because of problems with its reliability. This meant that statistical analyses of survey responses were limited to descriptive approaches. As a result, findings about Research Question 2 were primarily limited to those derived from qualitative data sources. This impediment led to two limitations, the need to rely solely on qualitative data in reporting leadership development as an outcome of LDI participation and limited ability to reliably report on the level and source of program benefits. In addition there were missing data in the survey responses for each case. In several cases, where a respondent failed to complete four or more of the total of 66 items (including pre LDI and post-LDI ratings), the entire survey was eliminated from the pool for descriptive analysis. If one, two, or three of the items were missing, the missing value was replaced as was described in the Quantitative Data Analysis section of Chapter Three.

Summary of Major Findings

The research was organized to answer four research questions, thereby providing a deep understanding of the structure of each program and their impacts on the participants and the sponsoring institutions. The results were organized across a hybrid schema, based on recent literature on LDIs and the AACC's leadership competency framework. The research revealed that the programs studied had incorporated many of the elements outlined in the literature while developing and implementing unique and culturally-relevant programmatic innovations. Programmatic elements and approaches varied across the LDIs, but beneficial elements were similar and thematically consistent. Individual outcomes were profound, personal, and largely similar across each of the programs. Stakeholders at each college also identified a core group of institutional

outcomes, which demonstrated both similarities and institutional nuances. In addition to the tables included in the text, Appendix FF contains a detailed summary comparing the planning, developing, delivering, and strengthening elements of the three programs studied and Appendix GG compares the leadership development outcomes among the three LDI programs based on competence ratings from the on-line surveys.

Research Question # 1

What programmatic elements were included in the planning, developing, delivering, and strengthening phases of each LDI program?

Planning

Each of the three programs studied was directly affiliated with the college President's office. As the LDI sponsor, each President was directly involved in the planning of the program. The missions of the programs were similar, focusing on individual skill enhancement to support the college, and the students and communities it serves. Program goals for the three LDIs were similar, yet reflected unique college needs, resources, and cultures. Among the stated goals in common across the programs were improvements in networking, collaboration, teamwork, and service to students. The impetus for starting the programs came from highly varied sources, ranging from professional conference participation and the influence of a mentor to prior LDI experience and a popular book on leadership development. LDI planners defined participant and institutional needs through the involvement of planning committees and the consideration of input from a variety of stakeholders, including past participants, senior leaders, and program sponsors.

While each of the programs operated in off-campus settings, and two included overnight programming, the length of the LDI represented one area with high variability. From the shortest program at PCC, which spanned one and one-half days and 12 contact hours when offered in 2009 to the longest at CCC, continuing over eight months and consisting of 68 contact hours, LDI participants were presented with a wide range of program characteristics at the three colleges. Cohorts ranged from 14 participants in the last year of the CCC program to 50 in several of PCC's program offerings. All of the programs have been offered on an annual basis, although the GTCC program was recently changed to a biennial model. The CCC model ran from September to April and the others, at PCC and GTCC, were held in the fall and spring respectively.

Each school used a unique approach to fund their program, one combining state funds, college foundation support, and a small user fee, another relying solely on state funds, and the third receiving college foundation funding only. Budgets for the programs ranged from $6,500 to $25,000 per program offering. The smaller budget at CCC resulted in the use of more local and low-cost resources while the larger budget at GTCC typically involved more outside resources, including many renowned national experts.

Developing

Printed and electronic announcements were used by each school to publicize their program and recruit participants. Work group meetings and college senior leadership team announcements were commonly used publicity techniques. The word-of-mouth contacts and personal encouragement by LDI alumni, college peers, and supervisors, often provided participants with encouragement to apply for admission to their program.

College leaders generally supported their LDI through their endorsement of participants, program advocacy, and visibility throughout the planning and delivery of the program.

Although unintentional, career advancement benefits derived from each program further stimulated interest in participation and support for the programs. Other reinforcement for the LDIs came from participants' perceived benefits including personal insights derived from self-assessment instruments utilized during the program. Release time to participate and job and career enhancements were frequently recounted as beneficial and led to greater visibility and access to campus leadership and service opportunities for participants. None of the programs included formal mentoring activities for participants, a programmatic element which had been deemed highly valuable and important in some prior research.

The application processes and informational content were similar at each of the colleges even though two colleges used paper applications and the other an online form. Each asked applicants to provide demographic and identifying information. All prospective LDI participants were required to submit short essays describing career and program participation goals. Participant supervisors were also required to sign, recommend, or otherwise support their employee's application. All full-time faculty and staff employees were eligible to apply at each of the colleges and two of the programs declared an interest in having leaders at all levels participate, regardless of the extent of their current leadership responsibilities.

Inclusion of a diverse pool of participants was one of the stated LDI goals at each school, but there were no formal affirmative efforts made to recruit or select a diverse cohort, leaving that as a primary responsibility of the LDI selection committees.

Participant selection was principally completed through a collaborative effort involving the planning team, coordinator, and sponsor. Program content was also determined by sponsors, coordinators, and LDI planning groups.

Delivering

Elements of program delivery examined in this study included structure, delivery methods, and content. The program structure elements, including program length, setting, cohort size, contact hours, eligibility, and planning team involvement, have been previously mentioned in this summary. Each of the LDIs studied used one or more leadership, personality, or style assessment tools during or after their program. Campus projects evolved to become a part of each program or follow-up activity, although they were not a part of the program at any college when initially launched.

Various literature sources identified two dozen program content categories. Only two of the topics identified as important in the literature, media relations and mentoring, received no coverage among the three programs. Not surprisingly, the shorter program at Pitt Community College reported covering just seven topics, the GTCC program focused on twelve of the topics, and the longest program at CCC, provided coverage of 22 of the 24 topics mentioned in the literature.

Strengthening

None of the colleges had formal policies supporting the continuation of their LDI, but the commitment and involvement of the program sponsors was seen as critical to the longevity of the programs. Participants remarked about the beneficial impact of seeing their college president actively engaged in faculty and staff professional development, first by offering the LDI opportunity and then by their active participation in the delivery

of the program. Institutional commitment for the program at CCC beyond the support of the founding sponsor was obviously insufficient since the program was suspended due to funding limitations and when the sponsoring college president retired. Continuing involvement and engagement of program alumni after the completion of their cohort's formal activities was identified as valuable to the participants and important to the institutions. These efforts ranged from informal activities at CCC and multi-faceted activities at PCC to the formal LEAD program at GTCC. Each college instituted formal and informal LDI recognition efforts ranging from certificates of participation and cohort awards to graduation or program closing ceremonies.

Also critical to the effectiveness of LDI programs and their continuation and acceptance in the future was the use of an evaluation program to assess and improve the offerings. Each of the programs had an evaluation component and all expressed a similar purpose, that being to improve and adjust the program and determine participant satisfaction. Evaluation data collection was conducted via an on-line survey sent at the end of the program at PCC and through the use of paper instruments during and after the programs at CCC and GTCC.

The evaluation data collected focused primarily on participant reactions and satisfaction with elements of the LDI. Some limited efforts were made to measure program effectiveness, by asking participants to comment on skill and knowledge development as a result of the program. These data were considered by program planners, coordinators, and sponsors to make program modifications and adjustments for subsequent offerings. Each college has made minor changes in topics, delivery methods, and personnel since their program was started. GTCC has made the most significant

program changes, including adding a formal Coordinator in 2005 and expanding to four and one-half days in 2009. Participants at each school were expected to attend all of the sessions offered in their LDI program so completion was judged by the ability of the participants to attend the entire schedule.

Research Question # 2

What perceived leadership development outcomes do study participants attribute to their participation in the LDI program?

Data to answer this question were primarily gathered from several sources, including open-ended survey responses by participants and participant supervisors, document reviews, and selected interview comments made by the LDI coordinators and sponsors. The quantitative survey data were intended for analysis through a competency gain score for the LDI participants at each school. This was to be based on the average net increase in ratings from pre- to post-LDI for the 33 leadership behavior variables contained in the survey. While survey responses from each school indicated LDI participants achieved gains on nearly all of the variables, further examination of the competency gain scores identified a lack of reliability in the data. As a result, indications of perceived leadership outcomes for participants were derived from the qualitative sources described above.

Development outcomes self-reported by LDI participants and from participant supervisor surveys were consistent across the three study sites and enthusiastically reported. The reported outcomes were found across four themes. The most prominent and consistent theme was the development of a network of new faculty and staff contacts and resources. Regardless of the length of the program, participants and supervisors indicated

that introduction to and interaction with college employees from outside their work group led to many benefits. These new and expanded networks were seen as developing both social and work-related outcomes for the participants. A second prominent theme described an enhanced understanding of the college, the communities it served and the system it operates within. These benefits also reportedly led to better problem solving through the identification of the organization's structure and operational norms. A third theme resulted from hearing about and observing examples of various leadership styles, philosophies, and behaviors. These were attributed to both the explicit coverage of leadership as a program topic as well as participant observation of leadership in action during the sessions. A final group of participant outcomes mentioned in the surveys focused on personal impacts, especially positive changes in confidence, personal goal setting, assertiveness, and stress management.

In addition to analysis of these survey data, themes of benefit were also derived from interviews with participants and participant supervisors along with program coordinators and sponsors. All of these sources acknowledged the beneficial outcomes of the LDI program to participants. Regardless of the length of the program or the topics covered, a benefit universally acknowledged in the interviews was the development or enhancement of a network of contacts and resources at the college. Supervisors saw this benefit being demonstrated by improvements in communication skills, understanding the 'big picture' at their college, and enhanced collaborative problem solving as a result of leveraging these new and better relationships. Similarly universal were perceived gains in knowledge of community college history, procedures, and culture. Supervisors, coordinators, and sponsors at each college also identified enhanced group interactions,

reduction of perceived barriers for collaborative engagement, and career advancement for their LDI participants.

Most LDI participants described personal gains in terms of empowerment, motivation, and commitment to professional development. Insights gained about their own leadership approaches and personal styles were described as very important by many participants at the three sites. Knowledge gained about leadership principles and theories in general and their application in the community college environment in particular were also mentioned. Although not promised to participants as a direct benefit of the LDI experience, interview data suggested that career enhancement was also perceived as a common outcome. For some this resulted from enhanced visibility and access to leadership and service opportunities. Others attributed career advances to increased self-confidence and how they were viewed as a leader as a result of their selection for and completion of the LDI program at their college.

Research Question # 3

What perceived organizational outcomes do study participants attribute to the LDI program?

Evaluation data collection tools to objectively document institutional outcomes from training interventions are scarce for many programs, and these LDI are no exception. Despite this limitation, participant supervisors, coordinators, and sponsors were asked to describe perceived organizational outcomes derived from the LDI at their college. Interview questions sought to identify these institutional outcomes by asking for study participants to identify perceived work unit and college-wide improvements which they felt were attributable to the LDI.

Participant outcomes identified previously were also seen as impacting work groups and institutions. For example, the colleges were seen as developing a better informed and more fully prepared workforce from their LDI initiatives. This was described as resulting in better service to their students and communities. A second related common theme centered on the establishment of more and better relationships among employees from the various elements of the college. As a result, LDI program stakeholders attributed the creation of a more cohesive college, one which operated in a more coordinated and collaborative fashion. Fundamental to this perceived cohesiveness was effectively informing participants about college culture, history, and values. The oft-mentioned networking benefit for participants was seen as leading to more and better engagement across elements of the colleges' structures, thereby enhancing problem solving and innovation. Senior officials also mentioned observing enhanced involvement in shared governance activities and increased activity through professional affiliations within the NC Community College System.

Participant supervisors indicated that participants demonstrated a newfound interest in personal and professional development, resulting in increases in advanced degree efforts, contributions to the professional literature, and conference attendance. Other institutional outcomes mentioned included contributions to succession planning and the ability to use the LDI program as a form of employee recognition and reward. Similarly, LDI leaders identified several specific examples of career advancement, like promotions and selection for campus-wide initiatives, resulting from the stimulus of the LDI and follow-on activities.

Research Question # 4

How did the LDI programmatic elements relate to perceived leadership development and organizational outcomes?

Most of the participants interviewed described their LDI selection and participation as one of the most impactful experiences of their community college career. LDI planners, sponsors, and coordinators similarly described the LDI as one of the most important organizational and professional development efforts available to their college and its faculty and staff. In order to better understand the LDI outcomes reported for participants and institutions, they were reviewed in the context of three groups of programmatic elements, including program structure, delivery methods, and content topics.

Program structure elements often identified as creating the participant and institutional benefits included open program eligibility, smaller cohort size, and involvement of LDI alumni in planning and delivering future programs. Boosts in employee motivation and morale were identified by many as resulting from the open-access of application for selection to a LDI cohort at each college. A widely diverse group of participants from year to year reinforced the value of access to this important program for leaders at all levels. Smaller cohort sizes allowed program planners to incorporate interactive and small group activities into their approach to program delivery. The small cohorts also reinforced the perceived importance of the program and the high esteem which selection for the LDI carried. Post-LDI engagement of alumni reinforced the definition of professional development as a process or a journey, rather than an

annual or biennial event. This approach also helped to cement commitment for the continuation of the LDI initiative at two of the sites.

Program delivery methods were also identified as facilitating participant and college outcomes. There was a consensus across all programs and study participants at each site that most participants benefitted most from interactive sessions based on discussion, problem-solving, and teamwork. The previously mentioned inclusion of LDI alumni created opportunities for new and rising college leaders to continue their growth and development. The establishment and use of LDI project teams for solving problems or advancing innovations during or after the programs were also seen as supporting participant leadership and professional development advances at each of the colleges. Many participants also identified the benefits for personal growth and improved interactions resulting from the use and interpretation of self-assessment tools.

The content topics covered made-up the final element of the LDI programs and were seen as engendering important institutional advances as well as leading to greater participant understanding of and support for college strategies and programs. Most prominent among these topics was the focus on leadership approaches, styles, and theories. A second group of subjects, to which great benefit was attributed, provided institutional context and values. These topics included a focus on budgeting and finance, college culture and values, community relations, economic development, governance, and institutional mission and purpose. A final group of important topics which supported individual and institutional outcomes dealt with personal and interpersonal topics such as balancing personal and professional life, collaboration, communication, diversity, and team building.

Findings Related to Literature

The need to develop community college leaders has been written about for decades. The importance of this activity has also been selected as a priority for AACC leaders and an increasing number of American community colleges. Despite the importance of leader development, an in-depth understanding of college-based training programs and their impact on participants and institutions has not been fully realized.

This study was structured around a blueprint developed for organizing the data collected about the three LDI cases. The approach, referred to as the hybrid research framework, was based on the AACC grow-your-own program rubric (Jeandron, 2006) combined with Neal's (2008) "Analytic Platform." Embellishments based on research reported by Hull (2005), Hull and Keim (2007), Prevatte (2006), and Neal (2008) were also used to develop a comprehensive list of program content elements. The LDI programs examined in light of this framework demonstrated nearly all of the elements recommended by the authors. The only consistent exception was the absence of significant formal focus on mentoring in any of the three programs.

Chapter Two identified a number of factors which supported the call for community colleges to engage in the development of their own leaders. Among the factors supporting this call for increased leader development were the aging of the community college workforce, the increasing complexity of leadership challenges, and concerns about leader quality and diversity. A further complication identified in the leadership development challenge was the increasingly unmet need to train sufficient numbers of community college leaders to succeed in a progressively complex environment.

As one PCC supervisor indicated for her employees, it has become increasingly important to develop and demonstrate broader skills. This research project identified the knowledge gained by participants as a recurring outcome across the three sites. Knowledge transfer has been estimated as providing a valuable asset for colleges seeking to prepare for the wave of retirements so widely predicted (Pitt-Catsouphes, 2007, Sampath, 2006, Shults, 2001). The NC leadership programs studied were varied in length, setting, content, and budget, but all shared characteristics which responded to this complexity.

Dasenbrock (2002) and Silvey (2002) both pointed to the compounding impact of expanding and more complex leader expectations on the predicted leader shortages. Over a decade ago, Pierce and Pedersen (1997) identified critical qualities for leader success in the dynamic community college climate. The qualities of personal adaptability, flexibility, and sound judgment were identified as necessary for leader success. These traits were defined as including the ability to develop and work with a strong network of co-workers and stakeholders on a wide variety of issues and concerns. LDI program participants at each college consistently identified networking development and related interpersonal communication skills as among the most prominent outcomes of the program. In addition, the project team activities were consistently seen as fostering the development of effective group skills and mutually supportable group decisions.

Several authors have written about the importance of delivering community college leadership development in the context of the institution where they serve. Cohen and Brawer (2003) asserted that community college leaders must understand the college community, its economy, and the needs of the students it serves. Similarly, Hull (2005)

concluded that leadership in the community college environment required skills and abilities specific to the nature of the institution. A third assertion came from Amey and VanDerLinden (2002) who wrote that future leaders must possess an in-depth understanding of the culture of their institution. Along with leadership skills and knowledge, cultural resources would be necessary to successfully lead a community college. Many LDI participants referred to the importance of learning about their college and its culture and of gaining an "understanding of the big picture" as highly valued outcomes of their leadership development experience.

Another recommendation for leader development suggested by Goff (2002) described how leaders must conduct regular self-assessments of their leadership traits and skills in order to improve their organization. The AACC (2002) pointed to the need for colleges to identify potential leaders, their strengths, and areas for improvement, and to build the capacity to develop them further. Consistent with these recommendations, each of the programs studied utilized one or more self-assessment instruments with their LDI participants. Additionally, the programs studied included coverage of subjects which experts had identified as critical to future individual and institutional success. These included budget and finance content, a focus called for by Wallin (2002) in her study of community college presidents in Georgia, North Carolina, and South Carolina.

Since both senior leaders and their likely replacements have been predicted to retire in large numbers (Amey & VanDerLinden, 2002), the LDI programs' focus on developing leaders at all levels was seen as highly relevant and very important. The three college programs have successfully begun to train and support advancement for the next generation of their leaders, consistent with Little's (2002) admonishment for colleges to

"sow their own future leaders" (p. 33). For some time the desirable characteristics for exemplary community college leaders have been the focus of widespread research and commentary. McFarlin, Crittenden, and Ebbers (1999) identified nine factors which they believed would contribute to this development. Two of the factors, development of a peer network and participation in a leadership preparation activity, were reportedly accomplished for most participants through their LDI participation.

More recently, Pope and Miller (2005) described four skills as relevant and important to community college leader development by both senior staff and faculty leaders. Two of the four skills they identified, labeled education values and personal motivation, were central to the focus and reported outcomes of the LDIs studied. The other two, problem analysis and oral communication, were frequently mentioned as LDI participant outcomes, often attributed to group activities like cohort projects, case studies, and other discussion-based program elements.

For some time, the AACC (2002) has advocated for the development of a "leadership pipeline" within community colleges, something the programs studied were designed to support, and a capacity not yet developed by most community colleges. In other industries and employment sectors, this organizational capacity would be referred to as succession planning (Hall & Seibert, 1992). Succession planning is defined as "an organizational activity designed to promote continuity of leadership by preparing future generations of executives" (Hall & Seibert, 1992, p. 255). In higher education, succession planning has been seen as assisting with preserving institutional memory, minimizing disruptions attendant to leadership change, and making better use of talents within the organization (Arnone, 2006).

The previously mentioned knowledge transfer resulting from the LDIs had been identified by *Stevens (1996)* as being critical to managing an aging workforce, specifically for the transmission of institutional wisdom to the next generation of organizational leaders. Wallin, Cameron, and Sharples (2005) and Wallin (2007) have pointed to the benefits they perceived as available from succession planning in higher education. Referring to succession planning as targeted leadership development, in part to overcome the perceived cronyism of the corporate model, Wallin (2007) stated that programs like those studied in this research "enables institutions to create professional development activities that are specific to the needs identified in the strategic planning process" (p.8) of the sponsoring community college.

Despite the success previously reported from in-house community college professional development programs (Jeandron, 2006), programmatic weaknesses had been identified by some. For example, Murray (2002) said that LDIs were often not well-connected to the college's strategic plan, the effectiveness of the program was rarely or incompletely assessed, and they were not tied to the organizational performance system. These concerns were managed with variable success by the three programs studied.

All of the LDIs studied were connected to their college's strategic plan. In fact the PCC program was an integral part of the college's professional development goal. At Guilford Tech, the sponsor indicated that planning for the PLS program was directly related to the college's strategic plan. Dr. Cameron asserted that it would be impossible to effectively implement a strategic plan without a leadership development program like the President's Leadership Seminar. Dr. Barwick, the CCC Sponsor, identified the importance of the LDA to the college's strategic plan in similar terms. He said the

program provided the widespread understanding and support for the college necessary for a strategic plan to be successfully implemented.

The other concerns voiced by Murray (2002) regarding program evaluation were not as directly managed. While each program included evaluation efforts during or after the sessions, none of the data collected specifically measured effectiveness beyond reactions to the programs and reported or observed changes in skills, knowledge, and attitudes. Only limited anecdotal data were collected on the application of LDI programs benefits on the job among the programs. None of them collected data on the business results or return on investment from the programs, essential training program evaluation levels suggested by Phillips (1996).

The only apparent connection made between an LDI and the college's performance system was evident at GTCC. Application procedures for the PLS included the applicant's supervisor confirming and human resources verifying the achievement of commendable or exemplary ratings in the most recent performance evaluations. There were no formal tangible rewards offered to participants from their LDI completion at any of the colleges. Nonetheless, the participants and their supervisors indicated that the informal benefits were significant and that rewards in terms of recognition and access to service and leadership opportunities were readily available to the participants, primarily as a result of their program involvement.

Among the objections and reservations typically voiced when considering the implementation of an in-house development program in higher education were concerns about the implicit guarantee of professional advancement which were inherent in many leadership development programs found in business settings. In response Hirsh (2000)

suggested a devolved approach for higher education leadership succession development efforts. This approach focused less on selecting and grooming individuals for specific jobs and more on giving groups of employee's leadership development opportunities to enable them to better compete for future openings (Geller, 2004). Sponsors, coordinators, supervisors, and participants all acknowledged their assessment of the LDI programs as providing this kind of benefit. They were also quick to acknowledge that the program provided no guarantees of advancement or promotion.

Leading authorities in community college leadership development have pointed with concern to the inconsistent handling and limited availability of professional development resources in higher education (Amey, 2004; Amey & VanDerLinden, 2002). The three programs studied in this research displayed attributes which were felt to overcome both of these shortcomings. Each of the programs had been consistently offered on a routine basis throughout their history. In addition, all full-time faculty and staff at the colleges were eligible to apply for their LDI program. Although the CCC program has now been suspended, it had succeeded in reaching a large percentage of the target audience at the college. While the programs were the hallmarks of the professional development offerings at each school, the LDIs did not constitute the entire professional development menu by themselves. Other training opportunities were offered throughout the year and broader organizational development was included in the defined role for the LDI coordinator and sponsor at each college.

Leadership development program strategies and content focus decisions have been identified as critical for successfully preparing new leaders to deal with a complex and changing world (Fulton-Calkins & Milling, 2005). The NC programs studied

exhibited attention to several suggested attributes including a vision for the future and the challenges that will exist, involving and garnering support from the board of trustees, paying attention to employee diversity, and including all levels of employees, not just those at the top.

Although not designed around them, each of the programs covered topics which were identified as core competencies for community college leaders by the AACC (2005). The programs were also consistent with the principles for leadership development recommended by the AACC (2005). For example, recommendations included the belief that leadership can be learned, many members of the community college community can lead, and that effective leadership resulted from a combination of effective management and vision. Each of the programs demonstrated their commitment to these principles in the planning, developing, delivering, and strengthening elements included in their LDI efforts.

The AACC (2005) has concluded that the predicted leadership gap among community colleges can be addressed through a variety of strategies such as college grow-your-own leadership programs. They have also suggested that a significant factor in the future success of community colleges may relate to the level of their active engagement in the identification, recruitment, and development of their own potential future leaders (Amey and VanDerLinden, 2002). The LDIs at Carteret Community College, Pitt Community College, and Guilford Technical Community College are prime examples of the commitment to preparing the next generation of leaders today and ensuring their future success.

Surprises

In spite of extensive preparation and thorough research prior to implementing the plan for this study, a number of surprises were encountered, including those relating to the study process, participants, and results. The original research plan had expected the study populations at each school to be more readily available and willing to participate. For example, repeated recruitment efforts were necessary to engage sufficient survey responses. Attributed to extensive work schedules and teaching loads, past LDI participants were less available to participate in the study than had been anticipated. As a result, a series of individual interviews with program participants were used to obtain LDI participant input in lieu of a focus group at each college.

Survey instruments and interview protocols elicited an extensive amount of information, although there were surprises related to their precision and structure. The survey instrument, based on the AACC leadership competencies framework, provided another surprise in the course of the research. Despite the lengthy process utilized in developing the competencies and the extensive use of the core competencies in several prior research projects (AACC, 2005; ICCD, 2007), the survey instrument lacked internal consistency and did not lend itself to statistical analysis of the 33 behavioral statements presented in the Likert-type items. The interview protocols elicited extensive and comprehensive data from all study participants. However, in many cases the interviewees provided the same or similar information repeatedly, which indicated the questions may not have been precise enough to elicit the desired variety and depth of information.

Greater variability in enjoyment, enthusiasm, and reported benefits from the LDI program had been expected when designing the study. However, study interview

participants were uniformly very enthused about the program at their school and described enjoying the LDI experience and benefitting from their participation. There was no indication that participants had been screened prior to their study participation, which would have been an unlikely occurrence since entire cohorts were invited to participate in the interviews. A related surprise was the highly personal, life and career changing influence the programs had for many of the participants. This may have been related in part to the career advancing benefit participants perceived they had received, despite claims that such advancement was not a likely or promised result.

Other unanticipated outcomes included content-related and program structure surprises. First, it was not expected that the programs would be so diverse in content focus. For example, the broad range of topics covered in addition to those directly focusing on leadership was unexpected. The researcher also did not anticipate the importance of post-LDI activities and programs. Cohort projects and network development had not been emphasized in any of the literature reviewed to the extent they were mentioned in survey and interview responses. It was also surprising that the budgets allocated for the programs ranged so widely and that colleges were able to do so much with so little funding. For example, the CCC program experience clearly demonstrated that a quality and impactful program could be conducted for a large number of leaders with only modest budgetary support.

Conclusions

Prior research on community colleges has predicted a shortage in prepared leaders to fill voids anticipated by extensive retirements among incumbent leaders (Amey & VanDerLinden, 2002; Shults, 2001). The importance of increased involvement by

community colleges in the development of their own future leaders has also received widespread support (AACC, 2002; Amey & VanDerLinden, 2002; Little, 2002; Romero, 2004).

The research described herein confirmed many of the critical elements outlined in prior research. For example, the planning, developing, delivering, and strengthening framework developed by Jeandron (2006), proved useful in understanding individual programs and for conducting comparisons across programs. This was especially true when combined with the details and definitions considered in Neal's (2008) analytic platform. The major exception to this was the near total absence of mentoring in any of the programs studied.

Within these frameworks, this study suggested that highly variable programmatic models can be effectively implemented. Study participants from each program, even those few who offered criticisms, indicated that the LDI at their college was valuable and effective. Adding to the intensity of perceived benefits was the sense that community college personnel were starved for developmental attention. While many had attended other professional development programs in the course of their community college employment, few had experienced one which combined so many elements, expanded and improved networks, offered cultural relevance, and could be quickly applied in their job.

Other conclusions are directed toward program intent, focus, and continuity. Two of the program sponsors described the importance of balancing the development of their own leaders with recruiting candidates from outside, thereby achieving greater diversity when filling leadership vacancies. This balanced approach seems wise since relying only on external sources of leader candidates would make the college vulnerable to losses of

cultural and institutional knowledge. While it is important to seek innovation and fresh ideas brought by new hires from other leadership traditions or college management systems, cultivating local talent has been advocated by a number of authorities (Fulton-Calkins, & Milling,2005; Wallin, 2007).

Despite the inclusion of the term leadership in the title of each program, much of the content was devoted to procedural, historical, and management topics. The AACC (2005) had suggested that effective leadership development included elements of management coupled with organizational vision. Unlike the focus of many of the programs described in the literature centering on the need for senior leadership development, these programs wisely focused on developing leaders at all levels and throughout the many departments and programs of their institutions.

Questions of program longevity, continuity, and value were raised in discussions with participant supervisors, coordinators, and sponsors. These topics were particularly relevant as colleges faced more critical and severe funding challenges. What should colleges do when a significant number of people have been through the LDI program and continuing funding for the program cannot be fully justified? Most study participants indicated that funding, even if reduced, must be found for continuation of the program because they were so important to the colleges and the achievement of their strategic objectives. The suspension of the CCC program when the sponsor retired, points to one of the threats to program longevity and continuity, that being tied directly to the sponsor without support from other leaders in the college or institutional policy requiring its continuation. Later in this section concerns about the dearth of evidence of measurable LDI impact will be discussed as well.

All of the programs studied have operated for several years and included a significant number of employees as past participants in the LDI. What do colleges do when there are a number of LDI alumni in line for advancement and the immediate need for leadership development becomes less critical? For the foreseeable future, the pace of leader turnover and the need for leader development due to the increasing complexity of the community college environment, suggest that these programs need to be continued, even if modified to slow the pace of leader preparation in order to adapt to changing funding and community circumstances.

Despite the availability and increasing popularity of remote, online, and other technologically-enabled programming, the importance of face-to-face interaction by leadership development program participants was described by most LDI participants and planners. While some of the program elements could be experienced via electronic means, the results of this study lead to the conclusion that human interactions, away from the desk and the campus, are essential elements of the program approaches required for the effective development of leaders.

Implications for Action

This research was undertaken to better understand LDIs and to identify ways to enhance and expand their reach and effectiveness. While no single study, even one of multiple programs, can fully understand a phenomenon as complex as the LDIs appear to be, the foregoing study has catalogued a great deal of additional information about how these programs are organized and operated. The research also consistently elicited positive reactions to the programs from study participants across their perspectives as LDI participants, participant supervisors, coordinators, and sponsors. Although objective

measures continue to be mostly absent, participant anecdotes, survey data, evaluation feedback, and testimonials from LDI stakeholders, consistently and forcefully point to positive changes in skills, knowledge, and attitudes attributable to LDI participation.

The evidence is mounting that business as usual will not provide enough new leaders with the desired competencies to fill the openings created in part by the predicted wave of retirements (McClenney, 2001; Neptune, 2008). Scholarly work by AACC (2005) and others (Amey & VanDerLinden, 2002; Little, 2002; Romero, 2004) have led the community college movement from defining leader paths and traits to a more critical focus on leadership development. Without this change in direction, the development of leaders with the desired competencies and the culturally relevant skills and sensitivities, will be unattainable.

Despite over a decade of calls for increased activity to develop community college leaders, the growth of these programs and the development of a reliable body of best practice evidence have been limited. Therefore more and better college-based LDI programs based on sound evidence should be a priority for leaders of colleges, their boards, and system officials. Community colleges in North Carolina would benefit if the NC Community College System were to foster these programs through sharing costs, personnel, delivery methods, evaluation approaches, and other best practices. The involvement of leaders across North Carolina in developing common programmatic elements would produce economies of scale and assist the individual colleges in developing programs that met leadership development needs of these diverse institutions.

Despite encouraging anecdotal data from the three programs studied that they have been well-run and resulted in positive individual and institutional outcomes, the lack

of stronger, more objective evidence, points to several important considerations for LDI practitioners. While the literature has pointed to a widespread need for increased campus-based leadership development efforts, none of the LDI programs studied have collected the evidence required to confidently and precisely identify the scope and characteristics of this need from which to confidently plan and execute a program.

By viewing these LDIs individually and collectively, this research has identified several suggested changes for leadership development program planners, sponsors, and coordinators. Significant improvements are needed in assessing development needs for individual participants and institutions. Additional evaluation data collection and analysis, particularly on behavioral changes and institutional outcomes, is recommended as a way to improve program planning, delivery, and outcomes. More extensive and scientific approaches to needs assessment and program evaluation can improve programs and advance the state-of-the-art in LDI programming. These data can also assist in determining the best of program characteristics, such as cohort size, program length, and topical focus.

Even without additional research, there are a number of valuable lessons for the community college leadership development practitioner which can be drawn from these three cases. The hybrid research framework, including the LDI programmatic elements of structure, methods, and content, provided the context for organizing noteworthy aspects of the LDI programs. This framework also presented the basis for developing a common dictionary of terms for practitioners and research to use when communicating about grow-your-own programs. There were a number of perceived best practices which were gleaned from this research. Table 5.1 below outlines several programmatic elements

which were both highly praised and from which great benefit was reportedly derived according to study participants.

Table 5.1

Noteworthy LDI Practices

Hybrid framework element	LDI practice
Planning	
Organizational placement	Within or with strong office of the President affiliation
Cohort size	Twenty-five or fewer
Program setting	Off-campus
Developing	
Leadership commitment	Active and visible involvement of the President
Interpersonal benefits	Use of assessment instruments to advance understanding of individual strengths and areas for improvement
Eligibility	Leaders at all levels, with or without formal title
Role of past participants in program planning	Active involvement of LDI alumni
Delivering	
Contact hours	More is generally better. Shorter programs should be coupled with cohort projects and alumni activities.
Content	Eleven topics were identified in all programs studied as leading to participant and institutional outcomes, including budgeting and finance, collaboration, college culture and values, community relations, communication, diversity, economic development, governance, institutional mission and purpose, leadership approaches and theories, and team building.
Methods	Small group activities, interactive sessions, pre-LDI readings on leadership related topics, and cohort projects during and after the program

Strengthening	
Alumni activities	Formal and informal activities and assignments and opportunities to demonstrate leadership capacity

Program evaluation data, gathered by the LDI schools or collected and analyzed for this study, are woefully limited beyond the threshold of participant reaction to the program and its perceived benefits, including reported learning. Even the evidence of learning is mostly limited to self-report and unscientific observations by participant supervisors and LDI leaders. As a result, while there are few stakeholders who doubt the importance of the programs, including some who claim that they don't need more objective data to see benefit from the LDIs, community college funders, policy makers, politicians, educators, and institutional leaders will no doubt seek more evidence before they further support the adoption of LDIs for their institutions.

So where do leadership development practitioners go to enhance efficacy and confidence in program advocacy, planning, and execution? The first valuable perspectives for launching this much needed programmatic improvement can be found in a review of the work by Jack Phillips (1996) on evaluating training program benefits. Building on and reframing Kirkpatrick's four level evaluation approach (1998) four levels for training evaluation, Phillips identified several critical questions which must be asked and answered by training program managers in order to "show the payoff of their efforts" (1996, p. 10). Each of his questions requires the quantification of results in the context of a return on investment model, proceeding from reactions to learning, on the

job applications, and assessing measurable results, and finally culminating in measuring results in comparison to costs. .

As was noted previously, participants in this study have acknowledged improvements in skills, knowledge, and attitudes resulting from LDI participation, but they cannot describe the nature and quantity of that change. In response to direct questions about applying this reported learning on the job, participants and supervisors consistently described anecdotes of these outcomes. However, this is where the evaluation data becomes unclear or is unavailable. Even the staunchest advocate of LDI benefit will be challenged to verify that the reported on-the-job application resulted in measurable results for participants or the institution. Further, the total costs, including monetary, opportunity, and other expenses, and individual and institutional benefits, cannot be reliably compared.

In response to this glaring weakness in evaluation processes and to develop data which will satisfy political and institutional decision makers, Phillips (1996) points to several improvements for assessing training outcomes beyond attaining positive reactions and collecting anecdotes. Fundamental to these questions is the need for an overall increase in evaluation activity. This means that program evaluation should receive additional staff time and budgetary allocations in order to assemble more and better LDI data. These allocations should be tied directly to defining clearly measurable program outcome objectives and collecting and analyzing data to guide future program decisions. LDI practitioners should also insist on developing information that will result in decisions based, as much as possible, on facts about measurable outcomes. Measuring the impacts on an entire institution is a daunting undertaking, but by defining desired outcomes and

targeting data to precisely measure results, LDI sponsors, coordinators, researchers, and advocates will be able to better understand these promising phenomena.

The second perspective from which LDI program managers can seek enhancements is related to and more recent than the work by Kirkpatrick (1998) and Philips (1996). Literature on evidence based management (EBMgt) points to a systematic approach for gathering, analyzing, and confirming data and making decisions based on current, reliable, and complete information. Briner, Denyer, and Rousseau (2009) describe EBMgt as a "family of approaches that support decision making" (p. 19). They further explain that it is "about making decisions through the conscientious, explicit, and judicious use of four sources of information" (p. 19). In addition to the best available research evidence, much in the form described by the previous discussion on evaluation, these sources of information include the expertise and judgments of practitioners, inputs about the local context, and contributions from people who could be impacted by the decisions to be made.

EBMgt can help LDI practitioners, along with scholars, educators, and consultants in the field, assume a lead role in moving campus-based leadership development from a widely acknowledged promising idea to a proven best practice. Analyses and recommendations by Pfeffer and Sutton (2006) and Briner, Denyer and Rousseau (2009) identify how a practice founded in evidence-based medicine (Sackett, 1997) can be applied to community college leadership development programs. Briner, Denyer and Rousseau (2009) pointed to systematic reviews, or a "synthesis of evidence from multiple studies" (p. 24), as providing the foundation for EBMgt. They recommend the use of the systematic review process as "a replicable, scientific, and transparent

approach" (p. 25) for "locating, appraising, synthesizing, and reporting 'best evidence'" (p. 24).

LDI practitioners and scholars would benefit from learning about and adopting EBMgt approaches like systematic reviews. The journey toward more and better LDIs, ones based on proven approaches must start with what Pfeffer and Sutton (2006) refer to as "an unrelenting commitment to gather the necessary facts to make more informed and intelligent decisions" (p. 8). Pfeffer and Sutton further describe how organizational leaders can develop and reinforce an evidence-based mindset. They advocate asking for "evidence of efficacy every time a change is proposed," viewing the "organization like an unfinished prototype," and by modeling and expecting others to emulate "learning while acting on the best knowledge" (p. 8) available.

Leadership development practitioners, especially those in higher education, are well aware of the limits to resources for training programs. However, these limits need not stop progress in the development of leaders for America's community colleges. Cynthia McCauley (2006) and her Center for Creative Leadership colleague Ellen Van Velsor (2004) have produced resources for "development in place," the use of work assignments to support skills development on the job. The community colleges LDIs studied have successfully used project teams to extend and apply their program experiences. McCauley's (2006) work suggests that developmental job assignments can address leadership competency improvement and compliment formal training programs. Further coordination of training, performance management systems, and development work assignments could be planned, implemented, evaluated, and improved. This

coordination, involving and perhaps led by LDI practitioners, could provide an effective mechanism for ongoing leader development for the colleges involved.

LDIs must do a better job of structuring their work in order to improve the precision of leader development and institutional needs. The impetus for this community college based movement was prompted by the predicted retirement of an entire generation of leaders. However, there will be insufficient proof that LDIs are the fix for this challenge without better planning, including that for leader succession, and measurement of program results. As we enter the second decade of the 21st century, funding for community colleges is being challenged just as the colleges are being described as critical to our society's workforce and economic development future. In this environment of limited resources and difficult resource management decisions, it is more important than ever that LDI practitioners spend more of their available assets on the production of reliable evidence of program efficacy and documented best practices.

Recommendations for Further Research

Among the frequent revelations resulting from research projects is the identification of ways to conduct better research. These ideas, revealed while undertaking the implementation of this research plan, provide the first kind of recommendations for further research. As was previously mentioned, the survey instrument used to measure leader development outcomes was not as effective or informative as had been expected. Further research geared toward instrument development for assessing needs, leadership competency, and program outcomes would enhance the understanding of the programs and their impacts on the participants and the institutions.

The second group of recommendations for future research consists of questions unanswered in this research, or new questions uncovered in the process of this study. Efforts to quantify and define the leadership development needs of community colleges in North Carolina and beyond would add greatly to the appropriateness of program focus and the development of additional best practices to meet those needs. The programs studied are not pure leadership development programs, but planners and participants both indicated high satisfaction with their LDI. Additional research to understand the appropriate mix of activities and content for an effective leadership development program would enhance the planning and strengthening efforts of new and existing programs alike.

Much more evidence on the impact of LDI programs on individuals and institutions is needed. Despite widespread support for the programs conceptually and anecdotally, the causal evidence about the programs' benefits is lacking. It is important that future research also consider total cost, including time away from the college, when determining the cost-benefit outcomes of these programs. Future researchers, especially those advocating the importance of mentoring should study mentoring models and outcomes to determine how to best use this popular but poorly understood professional development strategy.

Concluding Remarks

The journey of discovering what made these programs tick and how they worked in each community college culture has taken well over a year to complete. Despite the collection and analysis of survey data, dozens of hours of interview recordings, hundreds of pages of transcripts and documents, and the extensive description of this project from

the preceding pages, the journey to understand and optimize the LDI models has just begun. Not fully reflected in these pages is the emotion conveyed by the study participants about these programs and their significant impact on their personal and professional lives. As community college leaders and scholars consider programmatic and policy approaches for the future, they would do well to commit immediately to establishing or enhancing, as appropriate, an ongoing program for developing tomorrow's community college leaders at all levels.

Perhaps more today than ever in the nearly 100 year history of the American community college movement, the future success of our communities, our economic prosperity, and the continuation of our nation's progress will depend on how these institutions are managed and led. With significant leadership turnover beginning and predicted to accelerate, a business as usual approach to community college leadership development will not be sufficient to ensure the colleges can meet the needs of our society. LDI efforts by individual colleges cannot completely fill the leadership development gap by themselves. However the expansion and improvement of these programs will be essential in ensuring that our communities are prepared to meet the knowledge, economic, and social challenges of the 21st century.

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APPENDICES

APPENDIX A

Interview Protocol – Participant

Interview Protocol –Participant

Interview Date: _____ Consent Received: ___ Yes ___ No
LDI Site Code: Participant Code:

Introduction:
Thank you for participating in this interview. You have been selected because of your critical role as a participant in the [LDI program] at [LDI site] Community College.

The questions you will be asked are part of a doctoral study I am conducting through Western Carolina University. The purpose of the study is to assess the planning, developing, delivering and strengthening approaches of selected leadership development programs at three community colleges in North Carolina. The study will also evaluate the outcomes of each program for its participants and the sponsoring community colleges, as well as the relationship between program implementation and reported outcomes. The insights gained from these analyses will expand the knowledge base for providing guidance for leadership development program planning, implementation, and evaluation at other community colleges.

Your responses will assist me in studying how [LDI site] Community College created, operated and improved their leadership development program. Your participation is completely voluntary, and no personally identifying information will be collected from you or recorded about you.

Responses to the interview questions will be audio-recorded and later transcribed. Neither your name nor position will be kept in electronic or paper formats. The electronic file containing your responses will have an assigned alpha-numeric code as its file name.

With your permission, I would now like to begin the interview. Let's start with a few questions about the [LDI program] at [LDI site] Community College

1. How would you describe your overall experience as a participant in the [LDI program] at Carteret Community College?

2. What were some of the best parts of the program in your opinion?

3. What were some parts of the program that were not as good in your opinion?

4. Why did you decide to participate in the [LDI program] at Carteret Community College?

5. What did you expect to get out of the [LDI program] experience?

6. Describe the ways in which your [LDI program] experience <u>met or exceeded</u> your expectations?

7. Describe the ways (if any) in which your [LDI program] experience did not meet your expectations?

Now, I'd like to ask some questions about the [LDI program] program or curriculum.

8. What did you like **most** about the [LDI program] program?

9. What did you like **least** about the [LDI program] program?

10. Which part of the [LDI program] program influenced you the most? Describe how and why.

11. Which [LDI program] program topic(s) were you able to **apply most readily** in the [LDI site] workplace? Describe how and why.

12. Which [LDI program] program topic(s) were you **least able to apply** in the [LDI site] workplace? Describe why.

One last group of questions; these about the impact of your participation on you and the college.

13. How would you say that your participation in the [LDI program] program experience has benefitted you?

14. Specifically, how have you used what you learned in the [LDI program] program on your job?

15. How have you used what you learned in the [LDI program] program to benefit your department/college unit? The college?

16. How has the [LDI program] program experience contributed to your career advancement?

17. How do you expect the [LDI program] program experience will contribute to your career advancement in the future?

18. What recommendations do you have for future [LDI program] programs at [LDI site] Community College

19. What would you tell a college employee, one who doesn't already know the program, about the [LDI program] program?

That concludes the questions I have for you. Is there anything else about the [LDI program] that you'd like to talk about or that you think is important that I may have overlooked? Thank you for your participation.

APPENDIX B

Interview Protocol – Participant Supervisor

Interview Protocol – Participant Supervisor

Interview Date: _____ Consent Received: ___ Yes ___ No
LDI Site Code: Participant Code: _____

Introduction:
Thank you for participating in this interview. You have been asked to participate in an interview because you supervised an employee while they were a participant in the [LDI program] at [LDI site] Community College.

The questions you will be asked are part of a doctoral study I am conducting through Western Carolina University. The overall purpose of the study is to assess the planning, developing, delivering, and strengthening approaches of selected leadership development programs at three community colleges in North Carolina. The study will also evaluate the outcomes of each leadership development program for its participants and the sponsoring community colleges, as well as the relationship between program implementation and reported outcomes. The insights gained from these analyses will expand the knowledge base for providing guidance for leadership development program planning, implementation, and evaluation at other community colleges.

Your responses will assist me in studying how the [LDI program] impacted the individual participants and the [LDI site] Community College. Your participation is completely voluntary, and no personally identifying information will be collected from you or recorded about you.

Responses to the interview questions will be audio-recorded and later transcribed. Neither your name nor position will be kept in electronic or paper formats. The electronic file containing your responses will have an assigned alpha-numeric code as its file name.

With your permission, I would like to begin the interview.

As you answer these questions, please think about employees you supervised during their participation in the [LDI program].

1. Overall how has participation in the [LDI program] program by your employee(s) impacted them?

2. Can you describe specific ways, either examples you observed personally or others told you about, which demonstrate how the [LDI program] program experience impacted them?

3. Can you describe specific ways, that [LDI program] participation by your employee(s) benefitted your department/college unit?

4. Can you describe specific ways, that [LDI program] participation by your employee(s) benefitted the college?

5. What recommendations do you have for future [LDI program] programs at [LDI site] Community College?

That concludes the questions I have for you.

Is there anything you'd like to talk about related to your employee's [LDI program] participation or about the program that you think is important that I may have overlooked?

Thank you for your participation.

APPENDIX C

Interview Protocol – Coordinator

Interview Protocol – Coordinator

Interview Date: _____ Consent Received: ___ Yes ___ No
LDI Site Code: Participant Code: _____

Introduction:
Thank you for participating in this interview. You have been selected to participate in this study because of your critical role as Coordinator of the [LDI program] at [LDI site] Community College.

The questions you will be asked are part of a doctoral study I am conducting through Western Carolina University. The purpose of the study is to assess the planning, developing, delivering, and strengthening approaches of selected LDI programs at four community colleges in North Carolina. The study will also evaluate the outcomes of each LDI for its participants and the sponsoring community colleges, as well as the relationship between program implementation and reported outcomes. The insights gained from these analyses will expand the knowledge base for providing guidance for LDI program planning, implementation, and evaluation at other community colleges.

Your responses will assist me in studying how [LDI site] Community College created, operated and improved their leadership development program. Your participation is completely voluntary, and no personally identifying information will be collected from you or recorded about you.

Responses to the interview questions will be audio-recorded and later transcribed. Neither your name nor position will be kept in electronic or paper formats. The electronic file containing your responses will have an assigned alpha-numeric code as its file name.

With your permission, I would like to begin the interview.

Part I: The first section of the interview will focus on the planning of the [LDI program], including its history, structure and funding.

1. In addition to your role as [LDI program] Coordinator at [LDI site] Community College, what is your official title? What department? What was the rationale for putting the [LDI program] under your direction in this office? Are there any advantages or disadvantages of its placement in this office?

2. Please describe the [LDI program] program here at [LDI site] Community College in terms of its length, setting, participants, and other descriptive characteristics. Did you attempt to model the program after another leadership development program model you were familiar with?

3. How was the [LDI program] funded? In which unit's budget were the funds located?

Part II: The second section of the interview will focus on the development of the [LDI program] program, including publicity, participant application process, participant selection, including any efforts made to include a diverse group of participants, and developing the [LDI program] curriculum.

4. How did you publicize the [LDI program] program and engage employees to apply to participate? What else did you do? Anything else?

5. Please describe the application process. How has it changed over the years? How many participants have you been looking to include?

6. What make a good participant candidate for the [LDI program]? What would make someone a poor candidate?

7. What is the selection process utilized to select participants? Anything about it that you would change?

8. Were efforts made to ensure participation from a diverse group of faculty and staff? Please describe those efforts.

Part III: The third section of the interview will focus on the content, its focus, and delivery including the types of media and methods and the identification of the human resources to convey the material.

9. How did you decide what to include in the curriculum? Whose decision was that?

10. What elements of the program have been included in it since its inception? How did you decide what to include? What not to include?

11. What elements have been dropped from the program? What elements have been added? What was the rationale for these changes?

12. Which methods to deliver the content of a leadership development program were used? Which of these methods were used most frequently?

13. What methods were best received by the participants? Which methods were less well received?

14. What role did communication technology like cellular telephones, email, and Facebook play in the [LDI program]?

15. What role did instructional technology like Blackboard, and the Internet play in the [LDI program]?

16. How did you decide who would participate as facilitators, presenters and speakers for your [LDI program]?

17. What is your favorite success story regarding the people who delivered your [LDI program] program?

18. What particular topic, lesson or approach flopped in the [LDI program] program?

Part IV: The fourth section of the interview will focus on efforts made to strengthen the [LDI program] program. Specifically, I will focus on program evaluations, modifications and reward mechanisms.

19. Please describe the overall evaluation approach used to assess the [LDI program] program. Summative? Formative? Other?

20. How did you assess the participants' reactions to the program? What did you do with that information?

21. How did you assess the learning that took place in the [LDI program]? What skills, knowledge, or attitudes have changed and by how much?

22. Did the participants apply what they learned on the job? How do you assess the application of the [LDI program] learning on job performance?

23. How do you assess the application of the [LDI program] learning on job performance in terms of measurable results for the college?

24. Do you attempt to compare these measurable results for the college in terms of costs of the program?

25. When in the program cycle do you conduct evaluation data collection?

26. What elements of the program do you attempt to evaluate? Content? Presenters? Other elements?

27. What kinds of evaluation data collection tools do you use?

28. Are there other evaluation foci or interests that drove your evaluation data collection, analysis or reporting?

29. What major modifications have been made in the program since its inception? Why? How?

30. What changes are you now contemplating? Why?

31. How did you reward participants for being in the program? Was there any public recognition?

Part V: In this final section, I would like to explore individual and institutional outcomes which may have come from the [LDI program] program.

32. What are the greatest benefits the [LDI program] has delivered for the college? How do you know that?

33. What are the greatest benefits the [LDI program] has delivered for individual participants? How do you know that?

34. Were there any expected outcomes from the [LDI program] that did not appear as anticipated? Such as?

35. What unexpected outcomes from the program have evidenced themselves?

That concludes the questions I have for you.

Is there anything you'd like to add, talk about or that you think is important that I may have overlooked?

Thank you for your participation

APPENDIX D

Interview Protocol – Sponsor

Interview Protocol –Sponsor

Interview Date: _____ **Consent Received: ___ Yes ___ No**
LDI Site Code: **Participant Code:**

Introduction:
Thank you for participating in this interview. You have been selected because of your critical role as Sponsor of the [LDI program] at [LDI site] Community College.

The questions you will be asked are part of a doctoral study I am conducting through Western Carolina University. The purpose of the study is to assess the planning, developing, delivering and strengthening approaches of selected LDI programs at four community colleges in North Carolina. The study will also evaluate the outcomes of each LDI for its participants and the sponsoring community colleges, as well as the relationship between program implementation and reported outcomes. The insights gained from these analyses will expand the knowledge base for providing guidance for LDI program planning, implementation, and evaluation at other community colleges.

Your responses will assist me in studying how [LDI site] Community College created, operated and improved their leadership development program. Your participation is completely voluntary, and no personally identifying information will be collected from you or recorded about you.

Responses to the interview questions will be audio-recorded and later transcribed. Neither your name nor position will be kept in electronic or paper formats. The electronic file containing your responses will have an assigned alpha-numeric code as its file name.

With your permission, I would now like to begin the interview.

1. Where did the idea to start the [LDI program] program at [LDI site] Community College originate?

2. When you began the program, did you have another program model to follow?

3. Were there any political considerations you had to deal with in starting the program?

4. Did you get any resistance to the idea?

5. How did the Board react to the [LDI program] idea?

6. How did the senior leadership react to the [LDI program] idea?

7. How did/does the [LDI program] program fit with the college's strategic plan? Were there changes in the college culture, environment, or trends/long-standing patterns that the [LDI program] was started to work on?

8. When you started the [LDI program], what did you hope it would accomplish for participants? For the college?

9. Community college leaders from across the US have been made familiar with need for leadership development efforts for a number of years, yet it is estimated that less than 5% of all colleges have such a program. Why do you think that is?

10. What are the greatest benefits the [LDI program] has delivered for the college? How do you know that?

11. What are the greatest benefits the [LDI program] has delivered for individual participants? How do you know that?

12. Were there any expected outcomes from the [LDI program] that did not appear as anticipated? Such as?

13. What unexpected outcomes from the program have evidenced themselves?

That completes the questions I have prepared for our interview.

Is there anything else regarding the [LDI program] that you'd like to talk about or that you think is important that I may have overlooked?

Thank you for your participation!

APPENDIX E

Interview Consent Form

Interview Consent Form

1. Study title: Developing Tomorrow's Leaders Today: Leadership Development Programs at Selected North Carolina Community Colleges

2. Performance sites: [**LDI site] Community College, City, NC**

3. Investigator: Kevin Paul Knott (828) 775-2750 knottresearch@gmail.com

4. Purpose of study: The purpose of this study will be to describe the planning, developing, delivering, and strengthening elements and individual and institutional outcomes of selected campus-based community college employee leadership development programs.

5. Participant inclusion: This part of the study will include approximately 15 – 20 faculty and staff at [LDI site], including interviews with the [LDI site] Community College [LDI program] sponsor, coordinator, and selected participants and participant supervisors.

6. Participant exclusions: Anyone who does not wish to participate.

7. Description of study: This study will provide detailed lessons regarding community college employee leadership development program approaches and best practices which have largely remained beyond comprehensive examination to date. For the purpose of this study, these programs, also known as leadership development institutes (LDI), are leadership training and succession–planning programs created and implemented by a community college for their own employees. The general focus of the LDI is to assess institutional leadership needs and identify college employees who have the potential, talent and desire to meet those needs with additional skill enhancement.

   Willing participants in the study will consist of four types of [LDI site], employees:

   - [LDI program] participants, a community college employee who completed the [LDI program] program at [LDI site],;
   - [LDI program] participant supervisors, the [LDI site], supervisors to whom the [LDI program]

participants reported directly during their participation in the [LDI program];
- the [LDI program] coordinator, the person responsible for overseeing the [LDI program] program at [LDI site], and
- the [LDI program] sponsor, the college senior leader who was responsible for initiating the development and authorizing the delivery of the [LDI program] program at [LDI site].

The [LDI program] sponsor and coordinator as well as selected [LDI program] y participants and participants' supervisors will be interviewed face-to-face, utilizing semi-structured interview questions. The investigator will take limited notes during the interview process and an audio recorder will be utilized during the interview.

8. Benefits:	The intent of the research is to add to the greater body of knowledge by providing an in-depth understanding of several internal community college leadership development programs. The results of the study will have implications for community college leadership development program staff, participants, and program sponsors. The findings will enhance the analytical framework for understanding these programs and provide guidance for improved program planning, implementation, and evaluation. A copy of the summary of the research will be made available to you by contacting the investigator at the email address listed in item 3 above.
9. Risks:	No potential risks are associated with this study.
10. Removal:	At the end of the interview and upon voluntary review of the interview transcript, each interview participant will have fulfilled requirements for this study.
11. Right to refuse:	Participation in this study is entirely voluntary. You may choose not to participate at any time with no negative consequences. _____ I choose to participate in the study. _____ I choose not to participate in the study.

12. Privacy: Your identity will not be published with the results of this study.

13. Signatures:

The study has been discussed with me and my questions have been answered. I understand additional questions regarding the study should be directed to the investigator listed above. I understand that the data collected will be used only for purposes approved by the IRB. I understand that I may direct questions about participant's rights to the WCU IRB Chair at (828) 227-7212 or by email at irb@wcu.edu. I may also contact the investigator's faculty advisor, Dr. Ann E. Alexander, at 828-227-2579. I agree with the terms above and acknowledge that I have been given a copy of this consent form.

Printed Name of

Interview Participant: _____ Date: _____

Signature of

Interview Participant: _____Date: _____

Signature of Investigator: _____Date: _____

APPENDIX F

LDI Participant Survey

LDI Participant Survey

1. **Employee Leadership Development Programs at Selected NC Community Colleges**

Purpose of the study:
This study has two primary purposes. First, it seeks to fully explore the structural and programmatic elements of selected campus-based community college employee leadership development programs. The second purpose is to assess the individual and institutional outcomes of these selected programs. Included in this study is the desire to develop a full understanding of the leadership development program experience at your college and its benefit to participants and the institution. The following survey will ask you about your leadership development program experience and its impact.

What will be done?
You will complete a survey, which will take about 15 minutes of your time. The survey includes questions about leadership behaviors, before and after the leadership development program. Other survey questions will address your perceptions of the leadership development program experience.

Benefits of this study:
The intent of the research is to add to the greater body of knowledge by providing an in-depth understanding of several internal community college leadership development programs. The results of the study will have implications for community college leadership development program staff, participants, and program sponsors. The findings will enhance the analytical framework for understanding these programs and provide guidance for improved program planning, implementation, and evaluation. A copy of the summary of the research will be made available to you by contacting the investigator by email at **knottresearch@gmail.com.**

Risks or discomforts:
No risks or discomforts are anticipated from taking part in this study. If you feel uncomfortable with a question, you can skip that question or withdraw from the study altogether.

Confidentiality:
Your responses will be kept completely confidential. All survey responses will be secured in a locked file at the residence of the researcher for a period of five years, and will not be used for purposes other than the stated research. After a five year period, all raw data collected will be destroyed. All data stored electronically will be deleted following the five year period.

Decision to quit at any time:
Participating in this study is completely voluntary. You are free to withdraw your participation from this study at any time; just click the "Exit this survey" link at the top of any page. Even if you decide to participate now, you may change your mind and stop at

any time. You may choose to not answer an individual question or you may skip any section of the survey. Simply click “Next” at the bottom of the survey page to move to the next question. If you do not click on the "Done" button at the end of the survey, your answers and participation will NOT be recorded.

How the findings will be used:
The results of the study will be used for scholarly purposes only. The results from the study will be presented in educational settings and at professional conferences, and the results might be published in a professional journal or leadership development publication in the field of education.

Contact information:
If you have concerns or questions about this study, please contact the WCU IRB Chair at (828) 227-7212 or by email at irb@wcu.edu. You may also contact my faculty advisor, Dr. Ann E. Alexander, at 828-227-2579.

Consent:
I have read this entire explanation of the study and I understand it completely. All of my questions regarding this form or this study have been answered to my complete satisfaction. By beginning the survey, I acknowledge that I have read this information and agree to participate in this research, with the knowledge that I am free to withdraw my participation at any time without penalty.

Note: to withdraw from this survey, simply click on the "Exit this survey" at the top of any page.

O Yes, I consent to participate.

1. Competency Assessment Before the Program

In 2005, the American Association of Community Colleges (AACC) published a competency framework for community college leaders. It was created by a national panel of experts to help community college leaders in their personal leadership development. The following survey questions, based on the AACC framework and subsequently enhanced by the Institute for Community College Development at Cornell University, are used to assess the leadership development progress you attribute to your participation in the [LDI program] at [LDI site] Community College.

1. Listed below in three groups are 33 statements of leadership behaviors. For each statement, using a scale from "Agree strongly" to "Disagree strongly," please rate your perception of how well each statement describes you BEFORE PARTICIPATING in the [LDI program] at [LDI site] Community College.

	Agree strongly	**Agree**	**Neither agree or disagree**	**Disagree**	**Disagree strongly**
Implements processes for the continuous improvement of the institution.	O	O	O	O	O
Uses data-driven evidence to make decisions.	O	O	O	O	O
Identifies and solves problems from a systems perspective.	O	O	O	O	O
Supports teamwork and innovation.	O	O	O	O	O
Aligns goals and objectives with the college's mission.	O	O	O	O	O
Ensures accountability in reporting.	O	O	O	O	O
Ensures resource allocation processes consistent with college priorities and local, state, and national policies.	O	O	O	O	O
Takes an entrepreneurial stance in developing alternative funding sources.	O	O	O	O	O
Implements a performance management system that fosters the professional development and advancement of all staff.	O	O	O	O	O
Manages change in ways that contribute to the long-term viability of the institution.	O	O	O	O	O
Appropriately matches the message to the audience.	O	O	O	O	O

3. Second Group of Statements

1. Continuing as before, for each statement, using a scale from “Agree strongly” to “Disagree strongly,” please rate your perception of how well each statement describes you BEFORE PARTICIPATING in the [LDI program] at [LDI site] Community College.

	Agree strongly	**Agree**	**Neither agree or disagree**	**Disagree**	**Disagree strongly**
Listens actively and explains responses	O	O	O	O	O
Speaks confidently in public.	O	O	O	O	O
Fosters open communications regarding priorities, resources, and expectations.	O	O	O	O	O
Writes thoughtfully and clearly.	O	O	O	O	O
Reaches across cultures and interests to develop partnerships.	O	O	O	O	O
Brings faculty, staff, students, and the community together to work for the common good.	O	O	O	O	O
Facilitates shared decision-making.	O	O	O	O	O
Builds and leverages networks that contribute to the college's programs and services.	O	O	O	O	O
Works effectively with unique constituent groups such as legislators, board members, business leaders, and accrediting associations.	O	O	O	O	O
Values and promotes excellence in teaching and learning.	O	O	O	O	O
Focuses on student success.	O	O	O	O	O

4. Final Group of Statements

1. Listed below is the final group of statements. As before, please rate your perception of how well each statement describes you BEFORE PARTICIPATING in the [LDI program] at [LDI site] Community College.

	Agree strongly	**Agree**	**Neither agree or disagree**	**Disagree**	**Disagree strongly**
Promotes open access as a primary goal for the college.	O	O	O	O	O
Is a visible advocate for the community college mission with all constituents, internally and externally.	O	O	O	O	O
Values and promotes diversity and inclusion.	O	O	O	O	O
Communicates a leadership vision.	O	O	O	O	O
Self-assesses performance regularly.	O	O	O	O	O
Manages personal stress.	O	O	O	O	O
Demonstrates the courage to take risks and make difficult decisions.	O	O	O	O	O
Understands the impact of culturally-based perceptions on self and others.	O	O	O	O	O
Promotes and maintains high standards for personal and organizational integrity.	O	O	O	O	O
Uses influence and power wisely.	O	O	O	O	O
Contributes to the profession of community college leadership through publication and service.	O	O	O	O	O

5. Competency as a Result of the Program

1. Listed below, again in three groups, are the same 33 statements of leadership behaviors as appeared in the previous question. For each statement, using a scale from “Agree strongly” to “Disagree strongly,” please rate your perception of how well each statement describes you AS A RESULT OF PARTICIPATING in the [LDI program] at [LDI site] Community College.

	Agree strongly	**Agree**	**Neither agree or disagree**	**Disagree**	**Disagree strongly**
Implements processes for the continuous improvement of the institution.	O	O	O	O	O
Uses data-driven evidence to make decisions.	O	O	O	O	O
Identifies and solves problems from a systems perspective.	O	O	O	O	O
Supports teamwork and innovation.	O	O	O	O	O
Aligns goals and objectives with the college's mission.	O	O	O	O	O
Ensures accountability in reporting.	O	O	O	O	O
Ensures resource allocation processes consistent with college priorities and local, state, and national policies.	O	O	O	O	O
Takes an entrepreneurial stance in developing alternative funding sources.	O	O	O	O	O
Implements a performance management system that fosters the professional development and advancement of all staff.	O	O	O	O	O
Manages change in ways that contribute to the long-term viability of the institution.	O	O	O	O	O
Appropriately matches the message to the audience.	O	O	O	O	O

6. Second Group of Statements

1. Continuing just like with the first group of statements, using the scale from "Agree strongly" to "Disagree strongly," please rate your perception of how well each statement describes you AS A RESULT OF PARTICIPATING in the [LDI program] at [LDI site] Community College.

	Agree strongly	**Agree**	**Neither agree or disagree**	**Disagree**	**Disagree strongly**
Listens actively and explains responses	O	O	O	O	O
Speaks confidently in public.	O	O	O	O	O
Fosters open communications regarding priorities, resources, and expectations.	O	O	O	O	O
Writes thoughtfully and clearly.	O	O	O	O	O
Reaches across cultures and interests to develop partnerships.	O	O	O	O	O
Brings faculty, staff, students, and the community together to work for the common good.	O	O	O	O	O
Facilitates shared decision-making.	O	O	O	O	O
Builds and leverages networks that contribute to the college's programs and services.	O	O	O	O	O
Works effectively with unique constituent groups such as legislators, board members, business leaders, and accrediting associations.	O	O	O	O	O
Values and promotes excellence in teaching and learning.	O	O	O	O	O
Focuses on student success.	O	O	O	O	O

7. Final Group of Statements

1. Continuing just like with the first group of statements, using the scale from "Agree strongly" to "Disagree strongly," please rate your perception of how well each statement describes you AS A RESULT OF PARTICIPATING in the [LDI program] at [LDI site] Community College.

	Agree strongly	**Agree**	**Neither agree or disagree**	**Disagree**	**Disagree strongly**
Promotes open access as a primary goal for the college.	O	O	O	O	O
Is a visible advocate for the community college mission with all constituents, internally and externally.	O	O	O	O	O
Values and promotes diversity and inclusion.	O	O	O	O	O
Communicates a leadership vision.	O	O	O	O	O
Self-assesses performance regularly.	O	O	O	O	O
Manages personal stress.	O	O	O	O	O
Demonstrates the courage to take risks and make difficult decisions.	O	O	O	O	O
Understands the impact of culturally-based perceptions on self and others.	O	O	O	O	O
Promotes and maintains high standards for personal and organizational integrity.	O	O	O	O	O
Uses influence and power wisely.	O	O	O	O	O
Contributes to the profession of community college leadership through publication and service.	O	O	O	O	O

8. Your Feedback Please

In the following you are asked to provide some additional feedback about your leadership development program experience. Please complete each of the following open-ended questions.

1. What was the best part of the [LDI program] experience at [LDI site] for you? What was the most positive outcome for you from participating?

2. Please describe one example of how you personally applied something learned from participation in the [LDI program] at [LDI site] in your work or life.

3. What one thing would you recommend be done to enhance the [LDI program] experience at [LDI site] in the future?

4. Do you have any other comments to share about the [LDI site] [LDI program]?

9. Last Section – Other Leadership Development Experiences

1. Listed below are several other types of leadership development programs in which community college employees may participate. Please select ALL of the listed programs which you have previously attended:

   O University graduate degree program

   O Executive education/ non-degree program (at college or university)

   O Center for Creative Leadership program

   O Community or chamber of commerce sponsored program

   O Leadership North Carolina

   O National Institute for Leadership Development (Phoenix College/Maricopa Community College)

   O Department Chairs Institute (NCSU)

   O Executive Leadership Program (NCSU)

   O Future Leaders Institute (AACC)

   O Executive Leadership Institute (The League for Innovation in the Community College)

   O NC Community College Leadership Program (NCCCS)

O Other (please describe below)

10. Thank you!

Thank you for completing the survey. Your contributions to the completion of my studies and to the growing body of knowledge on community college leadership development programs are most appreciated.

Kevin Paul Knott
knottresearch@gmail.com

APPENDIX G

LDI Participant Supervisor Survey

LDI Participant Supervisor Survey

1. Employee Leadership Development Programs at Selected NC Community Colleges

Purpose of the study:
This study has two primary purposes. First, it seeks to fully explore the structural and programmatic elements of selected campus-based community college employee leadership development programs. The second purpose is to assess the individual and institutional outcomes of these selected programs. Included in this study is the desire to develop a full understanding of the leadership development program experience at your college and its benefit to participants and the institution. The following survey will ask you about your leadership development program experience and its impact.

What will be done?
You will complete a survey, which will take about 15 minutes of your time. The survey includes questions about leadership behaviors, before and after the leadership development program. Other survey questions will address your perceptions of the leadership development program experience.

Benefits of this study:
The intent of the research is to add to the greater body of knowledge by providing an in-depth understanding of several internal community college leadership development programs. The results of the study will have implications for community college leadership development program staff, participants, and program sponsors. The findings will enhance the analytical framework for understanding these programs and provide guidance for improved program planning, implementation, and evaluation. A copy of the summary of the research will be made available to you by contacting the investigator by email at **knottresearch@gmail.com.**

Risks or discomforts:
No risks or discomforts are anticipated from taking part in this study. If you feel uncomfortable with a question, you can skip that question or withdraw from the study altogether.

Confidentiality:
Your responses will be kept completely confidential. All survey responses will be secured in a locked file at the residence of the researcher for a period of five years, and will not be used for purposes other than the stated research. After a five year period, all raw data collected will be destroyed. All data stored electronically will be deleted following the five year period.

Decision to quit at any time:
Participating in this study is completely voluntary. You are free to withdraw your participation from this study at any time; just click the "exit this survey" link at the top of any page. Even if you decide to participate now, you may change your mind and stop at

any time. You may choose to not answer an individual question or you may skip any section of the survey. Simply click “Next” at the bottom of the survey page to move to the next question. If you do not click on the "Done" button at the end of the survey, your answers and participation will NOT be recorded.

How the findings will be used:
The results of the study will be used for scholarly purposes only. The results from the study will be presented in educational settings and at professional conferences, and the results might be published in a professional journal or leadership development publication in the field of education.

Contact information:
If you have concerns or questions about this study, please contact the WCU IRB Chair at (828) 227-7212 or by email at irb@wcu.edu. You may also contact my faculty advisor, Dr. Ann E. Alexander, at 828-227-2579.

Consent:
I have read this entire explanation of the study and I understand it completely. All of my questions regarding this form or this study have been answered to my complete satisfaction. By beginning the survey, I acknowledge that I have read this information and agree to participate in this research, with the knowledge that I am free to withdraw my participation at any time without penalty.

Note: to withdraw from this survey, simply click on the "Exit this survey" at the top of any page.

O Yes, I consent to participate.

2. Competency Assessment Before the Program

In 2005, the American Association of Community Colleges (AACC) published a competency framework for community college leaders. It was created by a national panel of experts to help community college leaders in their personal leadership development. The following survey questions, based on the AACC framework and subsequently enhanced by the Institute for Community College Development at Cornell University, are used to assess the leadership development progress you attribute to your participation in the [LDI program] at [LDI site] Community College.

1. Listed below in three groups are 33 statements of leadership behaviors. For each statement, using a scale from "Agree strongly" to "Disagree strongly," please rate your perception of how well each statement describes your employee BEFORE PARTICIPATING in the [LDI program] at [LDI site] Community College.

	Agree strongly	**Agree**	**Neither agree or disagree**	**Disagree**	**Disagree strongly**
Implements processes for the continuous improvement of the institution.	O	O	O	O	O
Uses data-driven evidence to make decisions.	O	O	O	O	O
Identifies and solves problems from a systems perspective.	O	O	O	O	O
Supports teamwork and innovation.	O	O	O	O	O
Aligns goals and objectives with the college's mission.	O	O	O	O	O
Ensures accountability in reporting.	O	O	O	O	O
Ensures resource allocation processes consistent with college priorities and local, state, and national policies.	O	O	O	O	O
Takes an entrepreneurial stance in developing alternative funding sources.	O	O	O	O	O
Implements a performance management system that fosters the professional development and advancement of all staff.	O	O	O	O	O
Manages change in ways that contribute to the long-term viability of the institution.	O	O	O	O	O
Appropriately matches the message to the audience.	O	O	O	O	O

3. Second Group of Statements

1. Continuing as before, for each statement, using a scale from “Agree strongly” to “Disagree strongly,” please rate your perception of how well each statement describes your employee BEFORE PARTICIPATING in the [LDI program] at [LDI site] Community College.

	Agree strongly	**Agree**	**Neither agree or disagree**	**Disagree**	**Disagree strongly**
Listens actively and explains responses	O	O	O	O	O
Speaks confidently in public.	O	O	O	O	O
Fosters open communications regarding priorities, resources, and expectations.	O	O	O	O	O
Writes thoughtfully and clearly.	O	O	O	O	O
Reaches across cultures and interests to develop partnerships.	O	O	O	O	O
Brings faculty, staff, students, and the community together to work for the common good.	O	O	O	O	O
Facilitates shared decision-making.	O	O	O	O	O
Builds and leverages networks that contribute to the college's programs and services.	O	O	O	O	O
Works effectively with unique constituent groups such as legislators, board members, business leaders, and accrediting associations.	O	O	O	O	O
Values and promotes excellence in teaching and learning.	O	O	O	O	O
Focuses on student success.	O	O	O	O	O

4. Final Group of Statements

1. Listed below is the final group of statements. As before, please rate your perception of how well each statement describes your employee BEFORE PARTICIPATING in the [LDI program] at [LDI site] Community College.

	Agree strongly	**Agree**	**Neither agree or disagree**	**Disagree**	**Disagree strongly**
Promotes open access as a primary goal for the college.	O	O	O	O	O
Is a visible advocate for the community college mission with all constituents, internally and externally.	O	O	O	O	O
Values and promotes diversity and inclusion.	O	O	O	O	O
Communicates a leadership vision.	O	O	O	O	O
Self-assesses performance regularly.	O	O	O	O	O
Manages personal stress.	O	O	O	O	O
Demonstrates the courage to take risks and make difficult decisions.	O	O	O	O	O
Understands the impact of culturally-based perceptions on self and others.	O	O	O	O	O
Promotes and maintains high standards for personal and organizational integrity.	O	O	O	O	O
Uses influence and power wisely.	O	O	O	O	O
Contributes to the profession of community college leadership through publication and service.	O	O	O	O	O

5. Competency as a Result of the Program

1. Listed below, again in three groups, are the same 33 statements of leadership behaviors as appeared in the previous question. For each statement, using a scale from “Agree strongly” to “Disagree strongly,” please rate your perception of how well each statement describes your employee AS A RESULT OF PARTICIPATING in the [LDI program] at [LDI site] Community College.

	Agree strongly	**Agree**	**Neither agree or disagree**	**Disagree**	**Disagree strongly**
Implements processes for the continuous improvement of the institution.	O	O	O	O	O
Uses data-driven evidence to make decisions.	O	O	O	O	O
Identifies and solves problems from a systems perspective.	O	O	O	O	O
Supports teamwork and innovation.	O	O	O	O	O
Aligns goals and objectives with the college's mission.	O	O	O	O	O
Ensures accountability in reporting.	O	O	O	O	O
Ensures resource allocation processes consistent with college priorities and local, state, and national policies.	O	O	O	O	O
Takes an entrepreneurial stance in developing alternative funding sources.	O	O	O	O	O
Implements a performance management system that fosters the professional development and advancement of all staff.	O	O	O	O	O
Manages change in ways that contribute to the long-term viability of the institution.	O	O	O	O	O
Appropriately matches the message to the audience.	O	O	O	O	O

6. Second Group of Statements

1. Continuing just like with the first group of statements, using the scale from "Agree strongly" to "Disagree strongly," please rate your perception of how well each statement describes your employee AS A RESULT OF PARTICIPATING in the [LDI program] at [LDI site] Community College.

	Agree strongly	**Agree**	**Neither agree or disagree**	**Disagree**	**Disagree strongly**
Listens actively and explains responses	O	O	O	O	O
Speaks confidently in public.	O	O	O	O	O
Fosters open communications regarding priorities, resources, and expectations.	O	O	O	O	O
Writes thoughtfully and clearly.	O	O	O	O	O
Reaches across cultures and interests to develop partnerships.	O	O	O	O	O
Brings faculty, staff, students, and the community together to work for the common good.	O	O	O	O	O
Facilitates shared decision-making.	O	O	O	O	O
Builds and leverages networks that contribute to the college's programs and services.	O	O	O	O	O
Works effectively with unique constituent groups such as legislators, board members, business leaders, and accrediting associations.	O	O	O	O	O
Values and promotes excellence in teaching and learning.	O	O	O	O	O
Focuses on student success.	O	O	O	O	O

7. Final Group of Statements

1. Continuing just like with the first group of statements, using the scale from "Agree strongly" to "Disagree strongly," please rate your perception of how well each statement describes your employee AS A RESULT OF PARTICIPATING in the [LDI program] at [LDI site] Community College.

	Agree strongly	**Agree**	**Neither agree or disagree**	**Disagree**	**Disagree strongly**
Promotes open access as a primary goal for the college.	O	O	O	O	O
Is a visible advocate for the community college mission with all constituents, internally and externally.	O	O	O	O	O
Values and promotes diversity and inclusion.	O	O	O	O	O
Communicates a leadership vision.	O	O	O	O	O
Self-assesses performance regularly.	O	O	O	O	O
Manages personal stress.	O	O	O	O	O
Demonstrates the courage to take risks and make difficult decisions.	O	O	O	O	O
Understands the impact of culturally-based perceptions on self and others.	O	O	O	O	O
Promotes and maintains high standards for personal and organizational integrity.	O	O	O	O	O
Uses influence and power wisely.	O	O	O	O	O
Contributes to the profession of community college leadership through publication and service.	O	O	O	O	O

8. Your Feedback Please

In the following you are asked to provide some additional feedback about the [LDI program] at [LDI site] Community College. Please complete each of the following open-ended questions

1.] What was the best part of the [LDI program experience at [LDI site] for your employee? What was the most positive outcome for the employee from their participation?

2. Please describe one example of a personal application made by your employee of their development as a leader as a result of the [LDI program] at [LDI site].

3. What one thing would you recommend be done to enhance the [LDI site] [LDI program] experience of others in the future?

4. Please share any other comments about the [LDI site] [LDI program].

9. Thank you!

Thank you for completing the survey. Your contributions to the completion of my studies and to the growing body of knowledge on community college leadership development programs are most appreciated.

Kevin Paul Knott
knottresearch@gmail.com

APPENDIX H

Survey Assessment Form

Survey Assessment Form

Introduction

Thank you for completing the pilot test version of the community college leadership program survey. In the following questions I will be asking for your feedback about the survey so I can make improvements prior to its administration among the participants in my study.

1. Approximately, how long did it take you to complete the survey?
   - ☐ Less than 10 minutes
   - ☐ Ten to fifteen minutes
   - ☐ Fifteen to 20 minutes
   - ☐ More than 20 minutes

2. The length of the survey was:
   - ☐ Too long
   - ☐ Too short
   - ☐ Just right

3. A primary focus of the survey is on assessing leadership development outcomes for participants which can be attributed to their participation in the leadership development program. Please comment on how well the questionnaire addresses this proposed research focus.

4. A high response rate to the on-line survey will increase the value of my research. Based on your review of the questionnaire, would you be inclined to reply to a request to complete this survey?
   - ☐ Yes
   - ☐ No

5. There are a number of popular techniques recommended to enhance on-line survey response. Please check any of the items listed below which you feel would increase the likelihood of selected study participants to respond to this on-line survey.
   - ☐ Receiving an email from a college official announcing the survey prior to receiving the survey link.
   - ☐ Receiving the survey link within 5 days of the college announcement.
   - ☐ Receiving a personalized email rather than an email sent to a group.
   - ☐ Receiving a token of appreciation (prepaid cash incentive).
   - ☐ Receiving multiple contacts (messages and link with reminders).
   - ☐ Receiving a non-email survey reminder by mail or phone.
   - ☐ Receiving initial and follow-up emails that are short and to the point.
   - ☐ Receiving clear instructions for how to access the survey.
   - ☐ None of the above
   - ☐ Other (please specify)

6. Your expertise and insight are important to me. Please provide any additional comments to aid me in improving the survey content or process.

APPENDIX I

Planning the CCC Leadership Development Academy

Planning the CCC Leadership Development Academy

Program Framework Criteria	Program Elements
Choose a Home Base	
Coordinator	Johnny Underwood, Leadership Development Director/Social Science Instructor
Organizational placement	Office of Instruction and Student Support
Identify an Administrative Champion	
Sponsor	President Joseph Barwick
Establish LDI Mission	
Program impetus	Inspired by attendance at 2004 NISOD Conference
Program mission/purpose	The CCC Leadership Academy will train staff and faculty in leadership development modules to better serve the students and community of Carteret County; continuous improvement of our services and programs at CCC centers on our ability to have well-trained and enthusiastic leaders in positions at all levels of service in our college
Set Program Parameters	
Program goals	1. Creating a dynamic in-house leadership opportunity for staff and faculty 2. Increasing teamwork and collaboration of staff and faculty 3. Promoting opportunities to network with CCC colleagues 4. Strengthening leadership skills 5. Providing a diverse pool of qualified community college leaders 6. Increase employee retention 7. Improve morale 8. Have fun
Program length	Opening one and one-half day retreat session, six day-long topically focused monthly workshops, and a closing one and one-half day graduation and celebration retreat

Program setting	Off-campus
Cohort size	18 to 24
Contact hours	Approximately 68 hours
Program frequency and timing	Annually from the fall of 2004 through spring of 2008, from September through April
Identify Dedicated Funding and Budget	
Funding source(s)	Participant fee, college foundation and college professional development budget
Budget (most recent)	$6,500
Resource Sharing to Support Program	
College and community resources for delivery	Senior leaders and selected staff and faculty assisted in planning and program delivery
Assessment of Needs and Talent	
Institution and participant needs	Sponsor interest supported by faculty member proposal

APPENDIX J

Developing the CCC Leadership Development Academy

Developing the CCC Leadership Development Academy

Program Framework Criteria	Program Elements
Publicize the Program	
Paper and electronic and communications	Several months prior to start of LDA an interoffice mailing of an LDA brochure
Meetings	Announcements at college department leadership and staff meetings
Word-of-mouth	Coordinator and planning committee identified as source of information
Creating Buy-in	
Participant commitment	Initial personal influence exerted; maintenance recruiting efforts in later years
Leadership commitment	President, senior leaders and Board offered formal and informal support; all but one college division had employees participate in LDA
Promoting leadership benefits and opportunities	LDA theme supported leadership development and contribution at all levels; senior leaders participated in program delivery
Interpersonal Benefits	
Self-assessment	Participants engage in self-assessment as part of the opening retreat session
Job and career enhancements	Coordinator and Sponsor clearly communicated that LDA participation provided no guaranteed advancement; however, program completion was considered positively and several participants experienced job and career changes

Mentoring	
Mentoring expectation	No formal expectation of providing mentoring for LDA participants or for participants to engage in mentoring
Mentoring structure	There was no mentoring process or program
Mentoring training	None
Application Process	
Application method	Paper application describing background and qualifications; short essays describing personal or work-related goal and explanation of interest in LDA, verify understanding of program time commitments and registration fee
Role of supervisor	Signature and recommendation for applicant Agree to release time and payment of registration fee
Program Admission Criteria	
Target group	Current and aspiring leaders at all levels and in all departments
Eligibility	Faculty and staff; full-time employees on 9 or 12 month contracts
Qualifications	Supervisor recommendation and development goals
Participant Selection	
Application review	Coordinator and planning team discuss application, made selections
Role of human resources	No formal involvement

Final decision	From the LDA application brochure: a committee of colleagues will intentionally pick a mixture of people to participate in this training
Diversity	
Stated diversity goals	Focused on leaders from all levels and college groups
Procedures	No extraordinary actions taken; program promoted far and wide to ensure representative participation
Developing the Curriculum	
College needs	Supervisors support and indication of leadership potential and need for leadership development
Participant needs	Self-assessment in application; participant information sheet; informal discussion at initial retreat
Role of Sponsor	Provided suggestions and reviewed general program layout
Role of Coordinator	Leading LDA planning team, designing curriculum
Role of cohort	No formal planning role
Role of past participants	After first LDA year, past participants served as Co-Directors and were involved in planning curriculum
Selecting program content	LDA planning team, led by Coordinator, with advice and counsel of Sponsor

APPENDIX K

Delivering the CCC Leadership Development Academy

Delivering the CCC Leadership Development Academy

Program Framework Criteria	Carteret Community College Elements
Content	
Program topics	Accreditation and institutional effectiveness, balancing personal and professional life, budgeting and finance, Collaboration, college culture and values, community relations, communication, conflict resolution, decision making, diversity, economic development, ethics, fund raising and resource development, governance, human resources management, institutional mission and purpose, leadership approaches and theories, legal issues, media relations, mentoring, motivating faculty and staff, planning, program evaluation, and team building
Methods	
Delivery methods employed	Assessment instrument, lecture, group discussion, small group exercise (scavenger hunt), training game, and cohort project
Assessment instruments	Myers-Briggs Type Indicator
Supplemental readings	None
Mentoring	No formal mentoring activities
Projects	Campus service project identified and implemented by LDA cohort members
Technology	
Use of technology in delivery	PC, projector, DVD

Personnel	
Speakers, facilitators and presenters	From the college, other community colleges, and community

APPENDIX L

Strengthening the CCC Leadership Development Academy

Strengthening the CCC Leadership Development Academy

Program Framework Criteria	Carteret Community College Elements
Program Longevity	
Institutional commitment	No formal college policy; program suspended due to leadership change and budget limitations
Alumni activities	Informal gatherings
Evaluation	
Evaluation purpose	Improve and adjust program; determine participant satisfaction; assess program impact
Evaluation elements	Reaction to usefulness, suggested changes, expected uses of session content, content rating, presentation rating, and comments or suggestions
Timing of evaluation	End of each session and end of program, after 2008 offering, and ongoing dialogue
Evaluation procedures	Written feedback form with open-ended and Likert-type items, on-line survey form, group discussions, and ongoing dialogue among participants and program Coordinator
Measuring program completion	All participants required to attend every session. Session attendance records maintained by Coordinator and planning committee
Measuring program effectiveness	End of session evaluations and December 2008 survey asked about participant perceptions of benefit of program
Analyzing evaluation data	Coordinator and Co-Directors reviewed data for subsequent LDA planning

Modify the Program	
Structural changes	No major changes made; schedule, topic and speaker adjustments made
Content changes	Most topics retained throughout four years; presentation method or presenter changed on occasion
Administrative changes	None
Reward and Celebrate Success	
Within the cohort	Celebratory luncheon banquet where participants received a Leading the Way lapel pin, certificate, graduation gift; individuals and groups within cohort received recognition and superlative awards
Formal and public	Recognition at fall college convocation
Informal	Ongoing past participant camaraderie

APPENDIX M

CCC Participant Mean Self-Assessment

CCC Participant Mean Self-Assessment, Pre- and Post LDA (N = 14)

Key: 1 = Disagree strongly to 5 = Agree strongly

	Pre		Post	
Leadership Behaviors	M	SD	M	SD
V1 - Implements processes for the continuous improvement of the institution.	4.07	.62	4.35	.63
V2 - Uses data-driven evidence to make decisions.	3.71	.91	4.14	.53
V3 – Identifies and solves problems from a systems perspective.	3.57	.85	4.14	.36
V4 - Supports teamwork and innovation.	4.29	.61	4.64	.50
V5 - Aligns goals and objectives with the college's mission.	3.86	.95	4.57	.51
V6 - Ensures accountability in reporting.	4.14	.53	4.50	.52
V7 - Ensures resource allocation processes consistent with college priorities and local, state, and national policies.	3.93	.62	4.29	.47
V8 - Takes an entrepreneurial stance in developing alternative funding sources.	3.21	1.25	3.93	.73
V9 - Implements a performance management system that fosters the professional development and advancement of all staff	3.57	1.09	4.00	.55
V10 - Manages change in ways that contribute to the long-term viability of the institution.	3.86	.86	4.42	.65
V11 - Appropriately matches the message to the audience.	4.14	.86	4.35	.50
V12 – Listens actively and explains responses.	4.14	.53	4.57	.51
V13 – Speaks confidently in public.	3.36	1.34	4.14	.66
V14 – Fosters open communications regarding priorities, resources, and expectations.	3.90	.73	4.35	.50
V15 – Writes thoughtfully and clearly.	4.14	.53	4.50	.52
V16 – Reaches across cultures and interests to develop partnerships.	4.29	.61	4.35	.50
V17 – Brings faculty, staff, students, and the community together to work for the common good.	4.07	.73	4.36	.63

V18 – Facilitates shared decision-making.	3.79	.70	4.43	.51
V19 – Builds and leverages networks that contribute to the college's programs and services.	3.64	.84	4.36	.50
V20 – Works effectively with unique constituent groups such as legislators, board members, business leaders, and accrediting associations.	3.64	1.01	3.79	.70
V21 – Values and promotes excellence in teaching and learning.	4.57	.65	4.50	.52
V22 – Focuses on student success.	4.50	.52	4.79	.43
V23 – Promotes open access as a primary goal for the college.	4.07	.62	4.29	.61
V24 – Is a visible advocate for the community college mission with all constituents, internally and externally.	3.85	1.03	4.36	.50
V25 – Values and promotes diversity and inclusion.	4.43	.51	4.43	.51
V26 – Communicates a leadership vision.	3.50	.94	4.36	.50
V27 – Self-assesses performance regularly.	4.00	.78	4.43	.51
V28 - Manages personal stress.	3.29	.99	4.00	.78
V29 Demonstrates the courage to take risks and make difficult decisions.	3.36	1.08	4.14	.53
V30 – Understands the impact of culturally-based perceptions on self and others.	3.93	.83	4.36	.50
V31 – Promotes and maintains high standards for personal and organizational integrity.	4.36	.63	4.57	.51
V32 – Uses influence and power wisely.	3.57	1.01	4.07	.83
V33 – Contributes to the profession of community college leadership through publication and service.	4.00	1.04	4.50	.52

APPENDIX N

CCC Participant Supervisor Mean Assessment

CCC Participant Supervisor Mean Assessment, Pre- and Post LDA (N = 6)

Key: 1 = Disagree strongly to 5 = Agree strongly

	Pre		Post	
Leadership Behaviors	M	SD	M	SD
V1 - Implements processes for the continuous improvement of the institution	3.00	.89	3.67	1.03
V2 - Uses data-driven evidence to make decisions.	2.50	.84	3.50	.84
V3 – Identifies and solves problems from a systems perspective.	2.67	.82	3.17	1.17
V4 - Supports teamwork and innovation.	3.67	.82	3.83	1.47
V5 - Aligns goals and objectives with the college's mission.	3.17	.98	4.33	.52
V6 - Ensures accountability in reporting.	3.17	.75	4.17	.41
V7 - Ensures resource allocation processes consistent with college priorities and local, state, and national policies.	3.33	1.03	3.83	.75
V8 - Takes an entrepreneurial stance in developing alternative funding sources.	2.61	1.02	3.17	.41
V9 - Implements a performance management system that fosters the professional development and advancement of all staff	3.00	.63	3.67	.52
V10 - Manages change in ways that contribute to the long-term viability of the institution.	2.83	.75	3.50	.84
V11 - Appropriately matches the message to the audience.	2.50	.55	3.67	1.03
V12 – Listens actively and explains responses.	3.00	.89	4.00	1.09
V13 – Speaks confidently in public.	3.00	1.26	3.67	1.21
V14 – Fosters open communications regarding priorities, resources, and expectations.	3.00	.89	4.00	.98
V15 – Writes thoughtfully and clearly.	3.00	1.26	3.83	1.37
V16 – Reaches across cultures and interests to develop partnerships.	3.00	.74	3.50	.84
V17 – Brings faculty, staff, students, and the community together to work for the common good.	3.00	.63	3.83	.75

V18 – Facilitates shared decision-making.	3.00	.63	3.67	1.03
V19 – Builds and leverages networks that contribute to the college's programs and services.	3.17	1.17	3.50	1.05
V20 – Works effectively with unique constituent groups such as legislators, board members, business leaders, and accrediting associations.	3.00	.63	3.50	.55
V21 – Values and promotes excellence in teaching and learning.	3.67	.52	4.33	.82
V22 – Focuses on student success.	3.83	.41	4.50	.55
V23 – Promotes open access as a primary goal for the college.	3.50	.84	4.17	.41
V24 – Is a visible advocate for the community college mission with all constituents, internally and externally.	3.67	.52	4.33	.82
V25 – Values and promotes diversity and inclusion.	3.50	.55	4.17	.75
V26 – Communicates a leadership vision.	2.83	.75	3.67	1.03
V27 – Self-assesses performance regularly.	2.83	.75	3.67	1.03
V28 - Manages personal stress.	2.83	1.17	3.50	1.38
V29 Demonstrates the courage to take risks and make difficult decisions.	2.83	.41	3.67	.82
V30 – Understands the impact of culturally-based perceptions on self and others.	3.00	.89	3.33	.82
V31 – Promotes and maintains high standards for personal and organizational integrity.	3.17	1.17	4.00	1.09
V32 – Uses influence and power wisely.	3.17	.41	3.67	1.03
V33 – Contributes to the profession of community college leadership through publication and service.	2.50	.55	3.00	.63

APPENDIX O

AACC Leader Competencies

Competencies for Community College Leaders

American Association of Community Colleges (AACC)

Organizational Strategy - *An effective community college leader strategically improves the quality of the institution, protects the long-term health of the organization, promotes the success of all students and sustains the community college mission, based on knowledge of the organization, its environment and future trends.*

- Assess, develop, implement, and evaluate strategies regularly to improve the quality of education and the long-term health of the organization.
- Use data-driven evidence and proven practices from internal and external stakeholders to solve problems, make decisions, and plan strategically.
- Use a systems perspective to assess and respond to the culture of the organization, to changing demographics, and to the economic, political, and public health needs of students and the community.

- Develop a positive environment that supports innovation, teamwork, and successful outcomes.
- Maintain and grow college personnel and fiscal resources.
- Align organizational mission, structures, and resources with the college master plan.

Resource Management - *An effective community college leader equitably and ethically sustains people, processes, and information as well as physical and financial assets to fulfill the mission, vision, and goals of the community college.*

- Ensure accountability in reporting.
- Support operational decisions by managing information resources and ensuring the integrity and integration of supporting systems and databases.
- Develop and manage resource assessment, planning, budgeting, acquisition and allocation processes consistent with the college master plan and local, state, and national policies.
- Take an entrepreneurial stance in seeking ethical alternative funding sources.
- Implement financial strategies to support programs, services, staff, and facilities.
- Implement a human resources system that includes recruitment, hiring, reward, and performance management systems and that fosters the professional development and advancement of all staff.
- Employ organizational, time management, planning, and delegation skills.
- Manage conflict and change in ways that contribute to the long-term viability of the organization.

Communication - *An effective community college leader uses clear listening, speaking, and writing skills to engage in honest, open dialogue at all levels of the college and its*

surrounding community, to promote the success of all students, and to sustain the community college mission.

- Articulate and champion shared mission, vision, and values to internal and external audiences, appropriately matching message to audience.

- Disseminate and support policies and strategies.

- Create and maintain open communications regarding resources, priorities, and expectations.

- Convey ideas and information succinctly, frequently, and inclusively through media and verbal and nonverbal means to the board and other constituencies.

- Listen actively to understand, comprehend, analyze, and act.

- Project confidence and respond responsibly and tactfully.

Collaboration - *An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of all students, and sustain the community college mission.*

- Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.
- Demonstrate cultural competence relative to a global society.
- Catalyze involvement and commitment of students, faculty, staff, and community members to work for the common good.

- Build and leverage networks and partnerships to advance mission, vision, and goals of the community college.

- Work effectively and diplomatically with unique constituent groups such as legislators, board members, business leaders, accreditation organizations, and others.

- Manage conflict and change by building and maintaining productive relationships.

- Develop, enhance, and sustain teamwork and cooperation.

- Facilitate shared problem solving and decision making.

Community College Advocacy - *An effective community college leader understands, commits to and advocates for the mission, vision and goals of the community college.*

- Value and promote diversity, inclusion, equity, and academic excellence.

- Demonstrate a passion for and commitment to the mission of community colleges and student success through the scholarship of teaching and learning.
- Promote equity, open access, teaching, learning, and innovation as primary goals for the college, seeking to understand how these change over time and facilitating discussion with all stakeholders.
- Advocate the community college mission to all constituents and empower them to do the same.
- Advance lifelong learning and support a learner-centered environment.
- Represent the community college in the local community, in the broader educational community, at various levels of government, and as a model of higher education that can be replicated in international settings.

Professionalism - *An effective community college leader works ethically to set high standards for self and others, continuously improve self and surroundings, demonstrate accountability to and for the institution, and ensure the long-term viability of the college and community.*

- Demonstrate transformational leadership through authenticity, creativity, and vision.
- Understand and endorse the history, philosophy, and culture of the community college.
- Self-assess performance regularly using feedback, reflection, goal setting, and evaluation.
- Support lifelong learning for self and others.
- Manage stress through self-care, balance, adaptability, flexibility, and humor.
- Demonstrate the courage to take risks, make difficult decisions, and accept responsibility.
- Understand the impact of perceptions, world views, and emotions on self and others.
- Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people.
- Use influence and power wisely in facilitating the teaching-learning process and the exchange of knowledge.
- Weigh short-term and long-term goals in decision making.
- Contribute to the profession through professional development programs, professional organizational leadership, and research/publication.

Excerpted from: American Association of Community Colleges (2005). *Competencies for Community College Leaders*. [Brochure]. Washington, DC.

APPENDIX P

LDA Outcomes and Programmatic Elements

LDA Outcomes and Programmatic Elements

AACC Plus One Framework	Leadership Development Outcomes	Institutional Outcomes	LDA Structural Elements	LDA Delivery Methods	LDA Program Content
Organizational Strategy	From qualitative analysis Focus on leading upward. engagement in college initiatives Greater appreciation for the "big picture" Improved communication across college units and levels Fostering a culture supportive of the excellence identified in the college strategic plan High survey ratings Decision making (V2) Alignment of goals/objectives (V5)	A better understanding of how the college works led to better student service. College values embedded in employees	Eligibility Planning	Cohort projects	College culture and values Communication Decision making Institutional mission and purpose Motivating faculty and staff Planning
Resource Management	From qualitative analysis More involvement in solving campus problems and capitalizing on opportunities for making a difference High survey ratings Accountability (V6) Funding (V8)		Planning team structure	Cohort projects Planning team structure	Budgeting and finance Collaboration Fund raising and resource development Governance

					Human resources management
Communication	From qualitative analysis Communication skills improvements. Enhanced effectiveness in group participation High survey ratings Matching message to audience (V11) Listening (V12) Public speaking (V13)	Greater skill level enhanced engagement within and between work units.		Case study Group exercises	Communication Conflict resolution Leadership approaches and theories
Collaboration	From qualitative analysis Learning a broader definition of diversity How to interact and be successful with different people Enhanced small group interactions, better handling of conflict, Creating a spirit of helpfulness to others in the college Improved perception of their department across campus Enhanced internal work group cohesion Breaking down barriers across college units	Improved student services due to enhanced internal and external networks of contacts Understanding of others' roles led to better interdepartmental collaboration Reduction of conflict between groups dues to improved knowledge and	Planning team structure Small cohort	Cohort projects Discussion Group exercises	Collaboration Community relations Communication Conflict resolution Diversity Human resources management Leadership approaches and theories

		new.			
	Creating a sense of belonging and connectedness among participants and between participants and the college Promoting an increase in faculty and staff collaboration, understanding, and mutual support. <u>High survey ratings</u> Teamwork and innovation (V4) Collaboration (V 17) Networking (V19) Awareness of cultural impacts (V30)	Broader contacts.			Team building
Community College Advocacy	<u>From qualitative analysis</u> Improved focus on supporting and enabling student success Facilitated new employee transition from practitioner to educator Development of a comprehensive understanding of the college More professional and competent representative of CCC		None	Cohort projects Planning team structure	College culture and values Communication Community relations Diversity Institutional mission and purpose

Professionalism	<u>From qualitative analysis</u> Self-assessments, values clarification, and developing personal mission statements Enhanced self-confidence and motivation . recognition of the importance of professional development Contributing to student and organizational success <u>High survey ratings</u> Communicating a leadership vision (V26) Managing stress (V28) Risk taking (V29)	Broader interest in professional development	None	Cohort projects Planning team structure	Balancing personal and professional life Conflict resolution Economic development Ethics Leadership approaches and theories Motivating faculty and staff Program evaluation Team building
Other Outcomes	<u>From qualitative analysis</u> Enhanced confidence and morale, Career advancement preparation and opportunities	College morale improved Career opportunities opened for some	Off-campus setting Small cohort	Cohort projects Assessment instruments	Collaboration Communication Motivating faculty and staff Team building

APPENDIX Q

Planning the PCC Leadership Institute

Planning the PCC Leadership Institute

Program Framework Criteria	Pitt Community College Elements
Choose a Home Base	
Coordinator	Dr. Brian Miller Assistant to the President and Director of Institutional Effectiveness
Organizational placement	Office of the President
Identify an Administrative Champion	
Sponsor	President G. Dennis Massey
Establish LDI Mission	
Program impetus	Prior leadership program experience, *The Leadership Gap* (Campbell, 2002), proposal by Coordinator and climate survey results
Program mission/purpose	There is no formal mission statement for the Institute. Dr. Miller described the purpose of the Leadership Institute as helping college employees become better equipped to do their jobs and enjoy them more.
Set Program Parameters	
Program goals	Leadership Institute program goals are to Promote cross divisional interaction, Build individual leadership competencies, Build problem solving skills, and Analyze organizational development topics
Program length	Two and one-half days until 2009 when it was reduced to one and one half days
Program setting	Off-campus, conference hotel, usually in Raleigh or New Bern, NC

Cohort size	50 until 2009 when cohort reduced to 25
Contact hours	Twelve hours over 1.5 days; seventeen and one-half over 2.5 days
Program frequency	Annually
Identify Funding; Dedicated Budget	
Funding source(s)	State funds - unrestricted for professional development
Budget (most recent)	$9,236
Resource Sharing to Support Program	
College and community resources for delivery	College planning team of LI graduates led by the Coordinator and involving the Sponsor; several staff and faculty assisted in planning and program delivery
Institution and participant needs assessment	Planning committee developed program based on feedback from prior year participants; input from President and senior leaders led to definition of participant needs

APPENDIX R

Developing the PCC Leadership Institute

Developing the PCC Leadership Institute

Program Framework Criteria	Pitt Community College Elements
Publicize the Program	
Paper and electronic communications	Email announcement of opening of application period and web site posted six weeks before event
Meetings	Coordinator and planning group members visited department and work unit meetings to promote the program and to answer questions
Word-of-mouth	Face-to-face, phone and email contacts were used by Coordinator, planning group members, and supervisors to encourage participation
Creating Buy-in	
Participant commitment	Many individual contacts made by Coordinator and planning committee
Leadership commitment	Leadership Institute included as part of President's work performance plan
Promoting leadership benefits and opportunities	Release time. College provided lodging and food costs at the site as well as conference materials
Interpersonal Benefits	
Self Assessment	Several instruments were used over the life of the program
Job and career enhancements	While LI provided no guaranteed advancement, program completion was considered positively and several participants experienced job and career changes. Sponsor remarked about balancing internal advancement with stated goal of enhancing recruitment of outside applicants for positions.

Mentoring	
Mentoring expectation	Informal
Mentoring structure	Informal
Mentoring training	None
Application Process	
Application method	On-line application requesting current position, length of service in higher education, and in current position. Requested short essay information about professional goals and hoped for benefit from participation. Required to affirm commitment to participate in follow-up activities. Space provided for additional comments .
Role of supervisor	Endorsement of application
Program Admission Criteria	
Target group	All full-time employees
Eligibility	Faculty and staff; full-time employees on 9 or 12 month contracts
Qualifications and selection criteria	Planning committee reviewed all applications and recommended a pool of participants to President who made final decision

Participant Selection	
Application review	Planning committee reviewed all applications and recommended a pool of participants to President who made final decision
Role of human resources	No formal involvement
Final decision	Coordinator and planning group would review applicant pool and recommend LI class to Sponsor who made final decision
Diversity	
Stated diversity goals	Focused on leaders from all levels and groups
Procedures	No extraordinary actions taken; focused on leaders from all levels and groups
Developing the Curriculum	
College needs	Sponsor, Coordinator and planning committee developed curriculum to meet college needs. Past participant evaluation input and committee discussion led to final draft program agenda, approved by Sponsor.
Participant needs	Participant application included statement of professional goals and anticipated gains from LI participation
Role of Sponsor	Provided suggestions, participated in planning committee meetings and approved general program layout
Role of Coordinator	Leading LI planning team, directed program design activities
Role of cohort	Feedback from past participants considered in 'delta' exercise conducted by planning committee; this input influenced future LI curricula
Role of past participants	Several past participants were involved in planning curriculum each year
Selecting program content	Coordinator and planning team recommend curriculum to President who approved final program content. LI planning team, including President and managed by Coordinator

APPENDIX S

Delivering the PCC Leadership Institute

Delivering the PCC Leadership Institute

Program Framework Criteria	Pitt Community College Elements
Content	
Program Topics	Balancing personal and professional life, budgeting and finance, collaboration, college culture and values, communication, community relations, decision making, diversity, economic development, governance, Institutional mission and purpose, leadership approaches and theories, planning, and team building
Methods	
Delivery Methods Employed	Lecture, group discussion, small group exercise, readings, self-assessment, group project
Assessment Instruments	Leadership Orientations Survey
Supplemental Readings	Case studies and selected books on leadership
Mentoring	No formal program
Projects	No formal campus service projects until 2009 LI; then implemented by LI cohort members
Technology	
Use of Technology in Delivery	PC, projector, DVD
Personnel	
Speakers, Facilitators and Presenters	Planning team, Sponsor and Coordinator

APPENDIX T

Strengthening the PCC Leadership Institute

Strengthening the PCC Leadership Institute

Program Framework Criteria	Pitt Community College Elements
Program Longevity	
Institutional commitment	No formal college policy, but professional and organizational development was one of four goals for president and college
Alumni activities	Multi-faceted, formal and informal
Evaluation	
Evaluation purpose	Improve and adjust program; determine participant satisfaction and assess program impact
Evaluation elements	Assessment of LI influence on leadership skill development, ability to interact with fellow LI participants, and broadening understanding of PCCs role in state and national contexts. Also requested identification of most beneficial portion of LI, suggestions for changes, adjustments, or deletions, LI match with pre-conceptions and how the program differed from expectations, overall quality of the Institute and suggestions for future leadership program planning.
Timing of evaluation	On-line survey with open-ended and Likert-type items, ongoing discussions among planning team and participants
Evaluation procedures	On-line survey sent to participants after program
Measuring program completion	All participants required to attend every session

Measuring program effectiveness	Institute influence on leadership skill development, interaction with fellow participants, enhanced understanding of PCCs role in the state and national contexts, most beneficial portion of the Institute suggestions for match with expectations, overall quality and suggestions for improvements
Analyzing evaluation data	Coordinator and planning group participate in survey review and Plus Delta review of feedback
Modify the Program	
Structural changes	No major changes made to format or program in response to evaluations
Content changes	Most topics retained throughout life of program; several eliminated when program shortened by one day. Presentation method or presenters changed from year to year.
Administrative changes	None
Reward and Celebrate Success	
Within the cohort	Closing luncheon and/or session
Formal and public	Certificate of participation signed by the President and public salute of the all Leadership Institute participants at the annual employee appreciation dinner
Informal	On-going alumni programs and gatherings

APPENDIX U

PCC Participant Mean Self-Assessment

PCC Participant Mean Self-Assessment, Pre- and Post LI (N = 43)

Key: 1 = Disagree strongly to 5 = Agree strongly

	Pre		Post	
Leadership Behaviors	M	SD	M	SD
V1 - Implements processes for the continuous improvement of the institution.	4.28	.55	4.37	.62
V2 - Uses data-driven evidence to make decisions.	4.09	.72	4.35	.65
V3 – Identifies and solves problems from a systems perspective.	3.86	.77	4.21	.83
V4 - Supports teamwork and innovation.	4.60	.49	4.65	.57
V5 - Aligns goals and objectives with the college's mission.	4.19	.70	4.47	.63
V6 - Ensures accountability in reporting.	4.14	.77	4.44	.63
V7 - Ensures resource allocation processes consistent with college priorities and local, state, and national policies.	3.83	.78	3.95	.79
V8 - Takes an entrepreneurial stance in developing alternative funding sources.	3.19	.93	3.53	.96
V9 - Implements a performance management system that fosters the professional development and advancement of all staff.	3.60	1.05	3.83	.95
V10 - Manages change in ways that contribute to the long-term viability of the institution.	3.95	.72	4.19	.73
V11 - Appropriately matches the message to the audience.	4.24	.53	4.37	.65
V12 – Listens actively and explains responses.	4.19	.59	4.58	.59
V13 – Speaks confidently in public.	3.98	.74	4.30	.64
V14 – Fosters open communications regarding priorities, resources, and expectations.	4.05	.69	4.49	.63
V15 – Writes thoughtfully and clearly.	4.26	.49	4.47	.59
V16 – Reaches across cultures and interests to develop partnerships.	3.98	.71	4.28	..59
V17 – Brings faculty, staff, students, and the community together to work for the common good.	3.93	.74	4.23	.75

V18 – Facilitates shared decision-making.	4.02	.67	4.47	.63
V19 – Builds and leverages networks that contribute to the college's programs and services.	3.60	.90	4.09	.78
V20 – Works effectively with unique constituent groups such as legislators, board members, business leaders, and accrediting associations.	3.37	.98	3.88	.93
V21 – Values and promotes excellence in teaching and learning.	4.33	.64	4.62	.53
V22 – Focuses on student success.	4.40	.62	4.67	.52
V23 – Promotes open access as a primary goal for the college.	4.00	.69	4.35	.61
V24 – Is a visible advocate for the community college mission with all constituents, internally and externally.	3.93	.83	4.33	.71
V25 – Values and promotes diversity and inclusion.	4.33	.57	4.53	.55
V26 – Communicates a leadership vision.	3.79	.80	4.37	.72
V27 – Self-assesses performance regularly.	4.14	.60	4.44	.59
V28 - Manages personal stress.	3.86	.83	4.14	.74
V29 Demonstrates the courage to take risks and make difficult decisions.	3.86	.77	4.38	.62
V30 – Understands the impact of culturally-based perceptions on self and others.	4.07	.63	4.37	.62
V31 – Promotes and maintains high standards for personal and organizational integrity.	4.40	.49	4.59	.59
V32 – Uses influence and power wisely.	4.12	.59	4.48	.59
V33 – Contributes to the profession of community college leadership through publication and service.	3.67	.84	3.90	.95

APPENDIX V

PCC Participant Supervisor Mean Assessments

PCC Participant Supervisor Mean Assessment, Pre- and Post LI (N = 23)

Key: 1 = Disagree strongly to 5 = Agree strongly

	Pre		Post	
Leadership Behaviors	M	SD	M	SD
V1 - Implements processes for the continuous improvement of the institution.	3.83	.94	4.30	.70
V2 - Uses data-driven evidence to make decisions.	3.74	.81	4.35	.65
V3 – Identifies and solves problems from a systems perspective.	3.74	.81	4.26	.69
V4 - Supports teamwork and innovation.	4.09	.60	4.52	.67
V5 - Aligns goals and objectives with the college's mission.	4.05	.64	4.26	.69
V6 - Ensures accountability in reporting.	3.96	.56	4.30	.41
V7 - Ensures resource allocation processes consistent with college priorities and local, state, and national policies.	3.74	.76	4.09	.79
V8 - Takes an entrepreneurial stance in developing alternative funding sources.	3.64	.93	4.00	.80
V9 - Implements a performance management system that fosters the professional development and advancement of all staff.	3.57	.95	4.00	.80
V10 - Manages change in ways that contribute to the long-term viability of the institution.	3.91	.60	4.30	.63
V11 - Appropriately matches the message to the audience.	4.05	.56	4.35	.65
V12 – Listens actively and explains responses.	4.00	.74	4.30	.63
V13 – Speaks confidently in public.	3.74	.96	4.17	.83
V14 – Fosters open communications regarding priorities, resources, and expectations.	3.96	.64	4.35	.65
V15 – Writes thoughtfully and clearly.	3.96	.71	4.22	.67
V16 – Reaches across cultures and interests to develop partnerships.	3.77	.79	4.33	.70
V17 – Brings faculty, staff, students, and the community together to work for the common good.	3.87	.55	4.14	.69
V18 – Facilitates shared decision-making.	3.91	.73	4.35	.78

V19 – Builds and leverages networks that contribute to the college's programs and services.	3.82	.78	4.30	.82
V20 – Works effectively with unique constituent groups such as legislators, board members, business leaders, and accrediting associations.	3.59	1.03	3.91	.79
V21 – Values and promotes excellence in teaching and learning.	4.22	.74	4.39	.72
V22 – Focuses on student success.	4.29	.75	4.45	.78
V23 – Promotes open access as a primary goal for the college.	4.00	.74	4.45	.72
V24 – Is a visible advocate for the community college mission with all constituents, internally and externally.	4.04	.64	4.43	.73
V25 – Values and promotes diversity and inclusion.	3.95	.71	4.48	.73
V26 – Communicates a leadership vision.	3.64	.77	4.14	.62
V27 – Self-assesses performance regularly.	3.78	.80	4.17	.78
V28 - Manages personal stress.	3.74	.75	4.04	.824
V29 Demonstrates the courage to take risks and make difficult decisions.	3.78	.95	4.26	.86
V30 – Understands the impact of culturally-based perceptions on self and others.	3.82	.72	4.27	.69
V31 – Promotes and maintains high standards for personal and organizational integrity.	4.30	.70	4.52	.67
V32 – Uses influence and power wisely.	3.96	.64	4.35	.65
V33 – Contributes to the profession of community college leadership through publication and service.	3.50	.89	4.14	.69

APPENDIX W

LI Outcomes and Programmatic Elements

LI Outcomes and Programmatic Elements

AACC Plus One Framework	Leadership Development Outcomes	Institutional Outcomes	LI Structural Elements	LI Delivery Methods	LI Program Content
Organizational Strategy	<u>From qualitative analysis</u> Team member relationship development Understanding PCC and NCCCS issues and approaches Combating a feeling of isolation by connecting individual participants to other people, offices and college initiatives. Further demonstration of these outcomes included <u>High survey ratings</u> Decision making (V2) A systems approach to problem solving (V3).	Greater participation in shared governance, and participant and supervisor innovations at the individual and workgroup levels	Eligibility Planning	Discussion Group exercise Case study Training game	Collaboration College culture and values Decision making Governance Institutional mission and purpose Planning
Resource Management	<u>From qualitative analysis</u> Improvements in efficiency and productivity developing broader skills and perspectives from the LI experience,	Employee retention by engaging employees in new and exciting projects and workplace improvements. A participant pointed to the creation of a “cohort of alumni that [had] become a new and	Eligibility	Lecture Discussion Case study Training	Budgeting and finance Decision making Leadership

		valuable resource for the college.”		game	approaches and theories Team building
Communication	From qualitative analysis Renewed confidence in speaking within a group of people” Improved communication skills. High survey ratings Open communication (V14).		Eligibility	Group exercise Case study	College culture and values Communication Leadership approaches and theories
Collaboration	From qualitative analysis Enhanced small group interactions Shared governance Breaking down barriers across college units High survey ratings Developing partnerships (V16) Shared decision-making (V18) Networking (V19) Working with constituent groups (V20).	Improved internal and relationships resulting from meeting and bonding with many new people Gathering a variety of information about college resources and opportunities Developing opportunities for productive linkages within the college and across the community.	Program setting Cohort Size Contact Hours Eligibility Planning	Discussion Group exercise Training game	Collaboration Community relations Communication Decision making Diversity Institutional mission and purpose Planning

Community College Advocacy	From qualitative analysis Development of better understanding of college, community, and system High survey ratings Valuing and promoting diversity (V 25).	Improved focus on understanding the community college's focus on student success, particularly in the context of the institution and the statewide community college system	Planning	Case study	College culture and values Institutional mission and purpose Leadership approaches and theories
Professionalism	From qualitative analysis Learning about their leadership styles and approaches Self-assessments Enhancement of self-confidence as resulting from the LI. High survey ratings Communicating a leadership vision (V26) Risk taking (V29). Contributing to the profession (V33)	Developing a more positive attitude toward professional development. Provided opportunities within and after LDI for contributing to student and organizational success was also seen as resulting from the program by participants.	Planning	Cohort projects	Balancing personal and professional life Economic development

Other Outcomes	<u>From qualitative analysis</u> Reciprocal benefit provided as a result of the college's investment in them. Career advancement and greater engagement of LI alumni were identified as resulting from the program for some.	Morale improved and energized the campus. Reinforced the importance of developing and demonstrating leadership skills. Helped reshape attitudes toward professional development on campus By design created "widespread benefit and impact because so many people have been through the program."	Program setting Cohort Size Eligibility

APPENDIX X

Planning the GTCC President's Leadership Seminar

Planning the GTCC President's Leadership Seminar

Planning the Program	Guilford Technical Community College Elements
Choosing a Home Base	
Coordinator	Dr. Jackie Greenlee Director of Organizational Development
Organizational placement	Office of the President
Identify an Administrative Champion	
Sponsor	Dr. Don Cameron, President, GTCC
Establish PLS Mission	
Program impetus	Conversations with Dr. Jeff Hockaday, friend and mentor of Dr. Cameron
Program mission/purpose	The Guilford Technical Community College President's Leadership Seminar is an opportunity for the college to nurture emerging leaders. Participants are engaged in a variety of college functions and have been chosen because they are leaders in those areas. They are the college's promise for tomorrow. The Seminar's purpose is to "promote and strengthen the leadership potential within GTCC in order to meet the challenges of the twenty-first century
Set Program Parameters	
Program goals	Three primary areas of focus: 1) enhance employee participation and competence at GTCC, 2) increase awareness among GTCC employees of opportunities for advancement at the college, and 3) enhancing college cohesiveness and teamwork

Program length	Four and one-half days of sessions
Program setting	At the Grandover Resort, a business conference center located a few miles from the main campus
Cohort size	20 – 22
Contact hours	25
Program frequency and timing	Every other year
Identify Dedicated Funding and Budget	
Funding source(s)	Guilford Technical Community College Foundation, Inc.
Budget (most recent)	$25,000
Resource Sharing to Support Program	
College and community resources for delivery	Senior leaders and selected staff participated in planning and program delivery
Assessment of Needs and Talent	
Institution and participant needs assessment	Coordinator and Sponsor initially developed focus and delivery; recent addition of assessment during follow-up program (LEAD) contributed data to define needs

APPENDIX Y

Developing the GTCC President's Leadership Seminar

Developing the GTCC President's Leadership Seminar

Developing the Program	Guilford Technical Community College Elements
Publicize the Program	
Paper and electronic communications	Application period announced in October of year prior to April program date; on-line message from President with accompanying application sent with follow-up Web postings and email reminders
Meetings	Coordinator and senior leadership team asked to promote the program and to answer questions
Word-of-mouth	PLS selection is highly desired resulting in significant campus dialogue and buzz about the selection process
Creating Buy-in	
Participant commitment	Individual contacts made by Coordinator, supervisors and campus leadership,
College leadership commitment	Key staff and volunteer leaders from Board of Trustees and Foundation involved
Promoting leadership benefits and opportunities	College culture has long history of valuing leadership development
Interpersonal Benefits	
Self-assessment	None in PLS program. Part of LEAD program is a 360º feedback process
Job and career enhancements	Leadership and personal development; public recognition; release time

Mentoring	
Mentoring expectation	Informal
Mentoring structure	Informal
Mentoring training	None
Application Process	
Application method	Paper form describing background, history at GTCC, college and community involvement and other qualifications; short essays describing desire to lead at GTCC and career goals; additional supporting documentation allowed. Applicant required to sign the application, confirming their understanding of PLS related commitments along with supervisor signature verifying support and that employee had performed well.
Role of supervisor	Endorsement of application
Program Admission Criteria	
Target group	Current and aspiring leaders at GTCC
Eligibility	Faculty and staff; full-time employees on 9 or 12 month contracts
Qualifications and selection criteria	Coordinator and Sponsor reviewed applications select the cohort for the PLS
Participant Selection	
Application review	Selection committee reviewed all applications and recommended a pool of participants to President who made final decision
Role of human resources	Confirms employee good standing and performance management system status

Final decision	Commitment to the college, personal development and assuming or expanding leadership role. Sponsor, Coordinator and members of President's Leadership Council make selections
Diversity	
Stated diversity goals	Selection committee looking for diversity in terms of race, gender and level at GTCC
Stated diversity goals	Discussed by selection committee; searching for diversity in terms of ethnicity, and levels and faculty and staff representation within college
Procedures	Responsibility of selection committee
Developing the Curriculum	
College needs	Sponsor and Coordinator collaborate to make agenda decisions with input and feedback from prior PLS participants and senior GTCC leaders
Participant needs	Self-assessment, informal connection to performance review and professional development plan
Role of Sponsor	Initially developed by Sponsor; in 2005, Coordinator hired and became involved in program management
Role of Coordinator	Works with Sponsor to ensure program planning and implementation is completed
Role of cohort	None
Role of past participants	Feedback from past participants considered in 'delta' exercise conducted by planning committee; this input influences future PLS curricula
Selecting program content	Sponsor and Coordinator

APPENDIX Z

Delivering the GTCC President's Leadership Seminar

Delivering the GTCC President's Leadership Seminar

Delivering the Program	Guilford Technical Community Elements
Program Topics	Accreditation and institutional effectiveness, budgeting and finance, collaboration, college culture and values, community relations, communication, diversity, economic development, ethics, fund raising and resource development, governance, human resources management, institutional mission and purpose, leadership approaches and theories, legal issues, mentoring, motivating faculty and staff, and team building
Methods	
Delivery methods employed	Supplemental readings, assessment instruments, lecture, discussion case study, and cohort projects
Assessment instruments	None during PLS; participants in follow-up LEAD program engaged in 360° assessment program
Supplemental readings	Book on leadership. For 2009, John Maxwell's *Leadership Gold: Lessons Learned from a Lifetime of Leading* was used
Mentoring	No formal program
Projects	Participants may volunteer to participate in LEAD program, which has group projects as central to the overall experience
Technology	
Use of technology in delivery	PC, projector, audio amplification
Personnel	
Speakers, facilitators and presenters	Sponsor and Coordinator

APPENDIX AA

Strengthening the GTCC President's Leadership Seminar

Strengthening the GTCC President's Leadership Seminar

Strengthening the Program	Guilford Technical Community College Elements
Program Longevity	
Institutional commitment	No formal college policy; President, Board, and Foundation actively engaged in the program
Alumni activities	Formal LEAD program focused on project team work among participants instituted for last 3 cohorts
Evaluation	
Evaluation purpose(s)	Improve and revise program offerings; assess participant satisfaction; provide input for program planning
Evaluation elements	For each session, eight areas of feedback are sought including pacing, speaker engagement, preparation and clarity of message, information value and relevance, and knowledge gain about session topic. Overall evaluation focused on communication prior to the PLS, pre-work, and registration. Other questions focused on six elements of logistics for PLS.
Timing of evaluation	Time was set aside to provide written feedback about each day of the program at the end of each day; overall feedback collected at the end of the last session
Evaluation procedures	Written feedback form with Likert-type items and open-ended questions; time set aside for completing feedback form at the end of each day of program
Measuring program completion	Participants are required to attend all of the sessions over 4.5 days
Measuring program effectiveness	Lengthy feedback survey implemented at the end of each segment throughout the program
Analyzing evaluation data	Coordinator and Sponsor review data collected from participants

Modify the Program	
Structural changes	Expanded from three and one-half to four and one-half days in 2009
Content changes	No major program changes made but speaker modifications and other minor adjustments implemented
Administrative changes	Sponsor recently turned administration over to Coordinator
Reward and Celebrate Success	
Within the cohort	Celebratory luncheon concludes PLS and involves Board and Foundation representatives; certificates and class photos are also provided
Formal and public	Public recognition in college publications and at college gatherings
Informal	Participation held in high esteem by college leadership

APPENDIX BB

GTCC Participant Mean Self-Assessment

GTCC Participant Mean Self-Assessment, Pre- and Post PLS (N = 22)

Key: 1 = Disagree strongly to 5 = Agree strongly

	Pre		Post	
Leadership Behaviors	M	SD	M	SD
V1 - Implements processes for the continuous improvement of the institution.	4.36	.66	4.45	.51
V2 - Uses data-driven evidence to make decisions.	4.14	.71	4.41	.59
V3 – Identifies and solves problems from a systems perspective.	4.00	1.02	4.41	.73
V4 - Supports teamwork and innovation.	4.64	.58	4.55	.60
V5 - Aligns goals and objectives with the college's mission.	4.50	.67	4.50	.60
V6 - Ensures accountability in reporting.	4.27	7.0	4.55	.60
V7 - Ensures resource allocation processes consistent with college priorities and local, state, and national policies.	4.14	1.17	4.27	.83
V8 - Takes an entrepreneurial stance in developing alternative funding sources.	3.64	1.26	4.23	.69
V9 - Implements a performance management system that fosters the professional development and advancement of all staff	4.09	.97	4.23	.69
V10 - Manages change in ways that contribute to the long-term viability of the institution.	4.18	.73	4.41	.59
V11 - Appropriately matches the message to the audience.	4.24	.53	4.41	.50
V12 – Listens actively and explains responses.	4.32	.48	4.50	.60
V13 – Speaks confidently in public.	4.41	.73	4.45	.67
V14 – Fosters open communications regarding priorities, resources, and expectations.	4.36	.58	4.41	.59
V15 – Writes thoughtfully and clearly.	4.27	.70	4.37	.66
V16 – Reaches across cultures and interests to develop partnerships.	4.14	.83	4.14	.83
V17 – Brings faculty, staff, students, and the community together to work for the common good.	4.18	.80	4.36	.66

V18 – Facilitates shared decision-making.	4.27	.70	4.50	.60
V19 – Builds and leverages networks that contribute to the college's programs and services.	3.95	.79	4.27	.70
V20 – Works effectively with unique constituent groups such as legislators, board members, business leaders, and accrediting associations.	3.86	1.25	3.95	1.09
V21 – Values and promotes excellence in teaching and learning.	4.27	.70	4.48	.66
V22 – Focuses on student success.	4.55	.60	4.64	.58
V23 – Promotes open access as a primary goal for the college.	4.00	.76	4.27	.83
V24 – Is a visible advocate for the community college mission with all constituents, internally and externally.	4.55	.67	4.27	.77
V25 – Values and promotes diversity and inclusion.	4.36	.58	4.50	.60
V26 – Communicates a leadership vision.	3.95	1.05	4.18	.80
V27 – Self-assesses performance regularly.	3.91	1.02	4.36	.73
V28 - Manages personal stress.	3.95	.72	4.09	.87
V29 Demonstrates the courage to take risks and make difficult decisions.	4.00	.98	4.41	.50
V30 – Understands the impact of culturally-based perceptions on self and others.	4.04	1.05	4.36	.66
V31 – Promotes and maintains high standards for personal and organizational integrity.	4.71	.55	4.59	.50
V32 – Uses influence and power wisely.	4.18	.80	4.45	.60
V33 – Contributes to the profession of community college leadership through publication and service.	3.91	1.11	4.19	.73

APPENDIX CC

GTCC Participant Supervisor Mean Assessment

GTCC Participant Supervisor Mean Assessment, Pre- and Post PLS (N = 13)

Key: 1 = Disagree strongly to 5 = Agree strongly

	Pre		Post	
Leadership Behaviors	M	SD	M	SD
V1 - Implements processes for the continuous improvement of the institution.	4.15	.38	4.08	.64
V2 - Uses data-driven evidence to make decisions.	3.69	1.11	3.83	.80
V3 – Identifies and solves problems from a systems perspective.	3.69	.75	4.08	.76
V4 - Supports teamwork and innovation.	4.31	.85	4.38	.87
V5 - Aligns goals and objectives with the college's mission.	3.92	.64	4.15	.69
V6 - Ensures accountability in reporting.	4.08	.76	4.42	.64
V7 - Ensures resource allocation processes consistent with college priorities and local, state, and national policies.	3.69	.63	4.00	.58
V8 - Takes an entrepreneurial stance in developing alternative funding sources.	3.34	.75	3.42	.64
V9 - Implements a performance management system that fosters the professional development and advancement of all staff.	2.85	.55	3.58	.76
V10 - Manages change in ways that contribute to the long-term viability of the institution.	3.46	1.13	3.92	.76
V11 - Appropriately matches the message to the audience.	3.85	.90	4.31	.48
V12 – Listens actively and explains responses.	4.31	.48	4.38	.51
V13 – Speaks confidently in public.	3.77	.93	3.92	.76
V14 – Fosters open communications regarding priorities, resources, and expectations.	4.15	.38	4.31	.48
V15 – Writes thoughtfully and clearly.	3.77	.83	3.92	.64
V16 – Reaches across cultures and interests to develop partnerships.	3.77	.93	3.92	.76
V17 – Brings faculty, staff, students, and the community together to work for the common good.	3.77	.83	4.23	.60
V18 – Facilitates shared decision-making.	4.15	.69	4.38	.51

V19 – Builds and leverages networks that contribute to the college's programs and services.	3.84	.69	4.08	.49
V20 – Works effectively with unique constituent groups such as legislators, board members, business leaders, and accrediting associations.	3.09	.49	3.54	.50
V21 – Values and promotes excellence in teaching and learning.	3.85	.55	4.08	.49
V22 – Focuses on student success.	3.92	.64	4.23	.60
V23 – Promotes open access as a primary goal for the college.	3.76	.60	4.15	.38
V24 – Is a visible advocate for the community college mission with all constituents, internally and externally.	4.09	.49	4.17	.55
V25 – Values and promotes diversity and inclusion.	4.15	.69	4.54	.66
V26 – Communicates a leadership vision.	3.51	.96	4.00	.41
V27 – Self-assesses performance regularly.	3.59	.76	3.92	.86
V28 - Manages personal stress.	3.54	.88	4.00	.60
V29 Demonstrates the courage to take risks and make difficult decisions.	3.38	.96	3.92	.76
V30 – Understands the impact of culturally-based perceptions on self and others.	3.77	.73	4.15	.55
V31 – Promotes and maintains high standards for personal and organizational integrity.	4.31	.75	4.31	.63
V32 – Uses influence and power wisely.	3.54	.97	4.00	.58
V33 – Contributes to the profession of community college leadership through publication and service.	3.34	.75	3.75	.83

APPENDIX DD

PLS Outcomes and Programmatic Elements

PLS Outcomes and Programmatic Elements

AACC Plus One Framework	Leadership Development Outcomes	Institutional Outcomes	PLS Structural Elements	PLS Delivery Methods	PLS Program Content
Organizational Strategy	<u>From qualitative analysis</u> Development of understanding of college strategic plan Engagement in college initiatives and projects (through LEAD program) <u>High survey ratings</u> Systems approach to problem solving (V3)	The climate of cooperation and acceptance at the college Better understanding of GTCC's senior leadership's ideas, decisions, and approaches Enhanced ability to bring back innovative ideas to their work group	Eligibility Cohort size	Cohort projects Lecture Supplemental reading assignment	Accreditation and institutional effectiveness College culture and values Governance Institutional mission and purpose
Resource Management	<u>From qualitative analysis</u> Budget and finance knowledge <u>High survey ratings</u> Entrepreneurial approach to funding (V8) Performance management (V9) Change management (V10)	Identify prospects for and develop themselves or their staff to assume future job openings Enhancing the knowledge base and performance of employees	Eligibility Cohort size	Assessment instrument Lecture Supplemental reading assignment	Budgeting and finance College culture and values Leadership approaches and theories Team building

Communication	From qualitative analysis Improved listening skills	Better communication across groups and levels in work unit and college leading to increased and more productive interaction		Cohort projects Discussion Lecture Supplemental reading assignment	Communication Leadership approaches and theories
Collaboration	From qualitative analysis Development and expansion of internal and external networks High survey ratings Collaboration (V17) Networking (V 19)	Enhanced working relationships all over the college	Cohort size Eligibility Program setting	Case study Discussion Lecture	Collaboration Community relations Diversity Institutional mission and purpose Planning
Community College Advocacy	From qualitative analysis Greater willingness to engage in GTCC activities outside of job Enhanced commitment to role at GTCC	Reinforced the college's student success focus.	Cohort Size	Discussion Lecture	College culture and values Institutional mission and purpose Leadership approaches and theories

Professionalism	<u>From qualitative analysis</u> Increase in self-confidence in abilities, and motivation Development of greater insight into their personal strengths and weaknesses Development of a personal leadership vision <u>High survey ratings</u> Performance self-assessment (V27) Managing stress (28) Risk taking (V29)	Supported culture and climate supported professional development at the college	Program setting		Balancing personal and professional life Economic development Leadership approaches and theories
Other Outcomes	<u>From qualitative analysis</u> New knowledge of difference in leading in CC environment Participants status enhanced	Provided a method for employee recognition and reward	Cohort size Eligibility	Cohort projects	

APPENDIX EE

LDI Program Content

LDI Program Content

Program Topics	Carteret Community College	Pitt Community College	Guilford Technical Community College
Accreditation and institutional effectiveness	X		X
Balancing personal and professional life	X	X	
Budgeting and finance	X	X	X
Collaboration	X	X	X
College culture and values	X	X	X
Community relations	X	X	X
Communication	X	X	X
Conflict resolution	X		
Customer service	X		
Decision making	X	X	
Diversity	X	X	X
Economic development	X	X	X
Ethics	X		X
Fund raising and resource development	X		X
Governance	X	X	X
Human resources management	X		X
Institutional mission and purpose	X	X	X
Leadership approaches and theories	X	X	X
Legal issues	X		X
Media relations			
Mentoring			X
Motivating faculty and staff	X		X
Planning	X	X	
Program evaluation	X		
Team building	X	X	X

APPENDIX FF

Leadership Development Program Elements

Leadership Development Program Elements

Planning the Program	**Carteret Community College**	**Pitt Community College**	**Guilford Technical Community College**
Choose a home base			
Coordinator	Johnny Underwood, Leadership Development Director/Social Science Instructor	Dr. Brian Miller, Assistant to the President and Director of Institutional Effectiveness	Dr. Jackie Greenlee Director of Organizational Development
Organizational placement	Office of Instruction and Student Support	Office of the President	Office of the President
Identify an administrative champion			
Sponsor	President Joseph Barwick	President G. Dennis Massey	Dr. Donald Cameron, President
Establish LDI mission			
Program impetus	Inspired by attendance at 2004 NISOD Conference	Prior leadership program experience, *The Leadership Gap* (Campbell, 2002), proposal by Coordinator and climate survey results.	Conversations with Dr. Jeff Hockaday, friend and mentor of Dr. Cameron.
Program mission/purpose	The CCC Leadership Academy will train staff and faculty in leadership development modules to better serve the students and community of Carteret County. Continuous improvement of our services and programs at CCC centers	There is no formal mission statement for the Institute. Dr. Miller described the purpose of the Leadership Institute as helping college employees become better equipped to do their jobs and enjoy them more.	The Guilford Technical Community College President's Leadership Seminar is an opportunity for the college to nurture emerging leaders. Participants are engaged in a variety of college functions and have been chosen because they are leaders in those areas. They

	on our ability to have well trained and enthusiastic leaders in positions at all levels of service in our college.		are the college's promise for tomorrow. The Seminar's purpose is to "promote and strengthen the leadership potential within GTCC in order to meet the challenges of the twenty-first century
Set program parameters			
Program goals	1. Creating a dynamic in-house leadership opportunity for staff and faculty 2. Increasing teamwork and collaboration of staff and faculty 3. Promoting opportunities to network with CCC colleagues 4. Strengthening leadership skills 5. Providing a diverse pool of qualified community college leaders 6. Increase employee retention 7. Improve morale 8. Have fun.	Leadership Institute program goals are to Promote cross divisional interaction, Build individual leadership competencies, Build problem solving skills, and Analyze organizational development topics.	Three primary areas of focus: 1) enhance employee participation and competence at GTCC, 2) increase awareness among GTCC employees of opportunities for advancement at the college, and 3) enhancing college cohesiveness and teamwork
Program length	Opening one and one-half day retreat session, six day-long topically focused monthly workshops, and a closing one	Two and one-half days until 2009 when it was reduced to one and one half days	Four and one-half days of sessions.

	and one-half day graduation and celebration retreat.		
Program setting	Off-campus	Off-campus, conference hotel, usually in Raleigh or New Bern, NC	At the Grandover Resort, a business conference center, located a few miles from the main campus.
Cohort size	18 to 24	Fifty until 2009 when cohort reduced to 25	20-22
Contact hours	Approximately 68 hours.	Twelve hours over 1.5 days; seventeen and one-half over 2.5 days	25
Program frequency and timing	Annually from 2004 through 2008, running from September through April.	Annually, in October	Every other year, in April.
Identify dedicated funding and budget			
Funding source(s)	Participant fee, college foundation and college professional development budget.	State funds - unrestricted for professional development.	Guilford Technical Community College Foundation, Inc.
Budget (most recent)	$6,500	$9,236	$25,000

Resource sharing to support program			
College and community resources for delivery	Senior leaders and selected staff and faculty assisted in planning and program delivery	College planning team of LI graduates led by the Coordinator and involving the Sponsor. Several staff and faculty assisted in planning and program delivery	Senior leaders and selected staff assisted in planning and program delivery
Assessment of needs and talent			
Institution and participant needs assessment	Sponsor interest supported by faculty member proposal	Planning committee developed program based on feedback from prior year participants. Input from President and senior leaders led definition of participant needs.	Coordinator and Sponsor initially developed focus and delivery. Recent addition of assessment during follow-up program (LEAD) contributed data to define needs.

Developing the Program

Developing the Program	Carteret Community College Elements	Pitt Community College	Guilford Technical Community College
Publicize the program			
Paper and electronic communications	Several months prior to start of LDA an interoffice mailing of an LDA brochure.	Email announcement of opening of application period and web site posted six weeks before event.	Application period announced in October of year prior to April program date. On-line message from President with accompanying application sent with follow-up Web postings and email reminders.
Meetings	Announcements at college department leadership and staff meetings	Coordinator and planning group members visited department and work unit meeting to promote the program and to answer questions.	Coordinator and senior leadership team asked to promote the program and to answer questions.
Word-of-mouth	Coordinator and planning committee identified as source of information	Face-to-face, phone and email contacts were used by Coordinator, planning group members and supervisors to encourage participation.	PLS selection is highly desired resulting in significant campus dialogue and buzz about the selection process.
Creating Buy-in			
Participant commitment	Initial personal influence exerted; maintenance recruiting efforts in later years.	Many individual contacts made by Coordinator and planning committee.	Individual contacts made by Coordinator, supervisors and campus leadership,

College leadership commitment	President, senior leaders and Board offered formal and informal support. All but one college division had employees participate in LDA.	Leadership Institute included as part of President's work performance plan.	Key staff and volunteer leaders from Board of Trustees and Foundation involved.
Promoting leadership benefits and opportunities	LDA theme support leadership development and contribution at all levels. Senior leaders participated in program delivery.	Release time. College provided lodging and food costs at the site as well as conference materials.	College culture has long history of valuing leadership development.
Interpersonal benefits			
Self-assessment	Participants engage in self-assessment as part of the opening retreat session.	Several instruments were used over the life of the program, most recently the Leadership Competencies Assessment Instrument (LCAI)	Non in PLS program. Part of LEAD program is a 360º feedback process.
Job and career enhancements	Coordinator and Sponsor clearly communicated that LDA participation provided no guaranteed advancement. However, program completion was considered positively and several participants experienced job and career changes.	While LI provided no guaranteed advancement, program completion was considered positively and several participants experienced job and career changes. Sponsor remarked about balancing internal advancement with stated goal of enhancing recruitment of outside applicants for positions.	Leadership and personal development. Public recognition. Release time

Mentoring			
Mentoring expectation	There was no formal expectation of providing mentoring for LDA participants or for participants to engage in a mentoring	Informal.	Informal.
Mentoring structure	There was no mentoring process or program.	Informal.	Informal.
Mentoring training	None	None .	None
Application process			
Application method	Paper application describing background and qualifications; short essays describing personal or work related goal and explanation of interest in LDA, verify understanding of program time commitments and registration fee.	On-line application requesting current position, length of service in higher education and in current position. Requested short essay information about professional goals and hoped for benefit from participation. Required to affirm commitment to participate in follow-up activities. Space provided for additional comments.	Paper form describing background, history at GTCC, college and community involvement and other qualifications; short essays describing desire to lead at GTCC and career goals; additional supporting documentation allowed. Applicant required to sign the application, confirming their understanding of PLS related commitments along with supervisor signature verifying support and that employee had performed well.

Role of supervisor	Signature and recommendation of applicant. Agree to release time and payment of registration fee.	Signature and recommendation of applicant. Agree to release time.	Signature and recommendation of applicant. Agree to release time.
Program admission criteria			
Target group	Current and aspiring leaders at all levels and in all departments.	All full-time employees.	Current and aspiring leaders at GTCC
Eligibility	Faculty and staff; full-time employees on 9 or 12 month contracts.	Faculty and staff; full-time employees on 9 or 12 month contracts.	Faculty and staff; full-time employees on 9 or 12 month contracts.
Qualifications and selection criteria	Supervisor recommendation and development goals.	Planning committee reviewed all applications and recommended a pool of participants to President who made final decision.	Coordinator and Sponsor reviewed applications select the cohort for the PLS.
Participant selection			
Application review	Coordinator and planning team discuss application, make selections.	Planning committee reviewed all applications and recommended a pool of participants to President who made final decision.	Selection committee reviewed all applications and recommended a pool of participants to President who made final decision.
Role of human resources	No formal involvement	No formal involvement.	Confirms employee good standing and performance management system status.
Final decision	From the application brochure: a committee of	Coordinator and planning group would review applicant pool and	Commitment to the college, personal development and

	colleagues will intentionally pick a mixture of people to participate in this training.	recommend LI class to Sponsor who made final decision.	assuming or expanding leadership role. Sponsor, Coordinator and members of President's Leadership Council make selections.
Diversity			
Stated diversity goals	Focused on leaders from all levels and groups.	Focused on leaders from all levels and groups.	Selection committee looking for diversity in terms of race, gender and level at GTCC. Responsibility of selection committee.
Procedures	No extraordinary actions taken; Program promoted far and wide to ensure representative participation.	No extraordinary actions taken; focused on leaders from all levels and groups.	
Developing the curriculum			
College needs	Supervisors support and indication of leadership potential and need some area of leadership development.	Sponsor, Coordinator and planning committee developed curriculum to meet college needs. Past participant evaluation input and committee discussion led to final draft program agenda, approved by Sponsor.	Sponsor and Coordinator collaborate to make agenda decisions with input and feedback from prior PLS participants and senior GTCC leaders.
Participant needs	Self-assessment in application; participant information sheet; informal discussion at initial retreat.	Participant application included statement of professional goals and anticipated gains from LI participation.	Self-assessment, informal connection to performance review and professional development plan.
Role of Sponsor	Provided suggestions and	Provided suggestions, participated	Initially developed by Sponsor.

	reviewed general program layout.	in planning committee meetings and approved general program layout.	In 2005, Coordinator hired and became involved in program management.
Role of Coordinator	Leading LDA planning team, designing curriculum.	Leading LI planning team, directed program design activities.	Works with Sponsor to ensure program planning and implementation is completed.
Role of cohort	No formal planning role.	Feedback from past participants considered in ‘delta’ exercise conducted by planning committee. This input influenced future LI curricula.	None.
Role of past participants	After first LDA year, past participants served as Co-Directors and were involved in planning curriculum.	Several past participants were involved in planning curriculum each year.	Feedback from past participants considered in ‘delta’ exercise conducted by planning committee. This input influences future PLS curricula.
Selecting program content	LDA planning team, led by Coordinator, with advice and counsel of Sponsor.	Coordinator and planning team recommend curriculum to President who approved final program content. LI planning team, including President and managed by Coordinator	Sponsor and Coordinator.

Delivering the Program

Delivering the Program	**Carteret Community College**	**Pitt Community College**	**Guilford Technical Community College**
Program topics	Budgeting and funding , College culture and values (History of CCC), Communication, Conflict resolution, Customer service, Humor passion and creativity, Balancing personal and professional life (healthy leader), Diversity, Economic development, Leadership approaches and theories Team building	Balancing personal and professional life, Budgeting and finance, Collaboration, College culture and values, Communication, Community relations, Decision making, Diversity, Economic development, Governance, Institutional mission and purpose, Leadership approaches and theories, Planning, and Team building	Accreditation and institutional effectiveness, Budgeting and finance, Collaboration, College culture and values, Community relations, Communication, Diversity, Economic development, Ethics, Fund raising and resource development, Governance, Human resources management, Institutional mission and purpose, Leadership approaches and theories, Legal issues, Mentoring, Motivating faculty and staff and Team building
Methods			
Delivery methods employed	Assessment instrument, lecture, group discussion, small group exercise (scavenger hunt), training game, and cohort project	Lecture, group discussion, small group exercise, readings, self-assessment, group project	Supplemental readings, assessment instruments, lecture, discussion case study, and cohort projects
Assessment instruments	Myers-Briggs Type Indicator	Leadership Orientations Survey	None during PLS; participants in follow-up LEAD program engaged in 360° assessment program

Supplemental readings	None	Case studies and selected books on leadership.	Book on leadership. For 2009, John Maxwell's *Leadership Gold: Lessons Learned from a Lifetime of Leading was used.*
Mentoring	No formal mentoring activities	No formal program.	No formal program.
Projects	Campus service project identified and implemented by LDA cohort members.	No formal campus service projects until 2009 LI; then implemented by LI cohort members.	Participants may volunteer to participate in LEAD program, which has group projects as central to the overall experience.
Technology			
Use of technology in delivery	PC, projector, DVD	PC, projector, DVD	PC, projector, audio amplification.
Personnel			
Speakers, facilitators and presenters	From the college, other community colleges, and community.	Planning team, Sponsor and Coordinator	Sponsor and Coordinator.

Strengthening the Program

Strengthening the Program	Carteret Community College	Pitt Community College	Guilford Technical Community College
Program longevity			
Institutional commitment	No formal college policy; program suspended due to leadership change and budget limitations	No formal college policy, but professional and organizational development is one of four goals for president and college.	No formal college policy. President, Board and Foundation actively engaged in the program.
Alumni activities	Informal gatherings.	Multi-faceted, formal and informal.	Formal LEAD program focused on project team work among participants instituted for last 3 cohorts.
Evaluation			
Evaluation purpose	Improve and adjust program; determine participant satisfaction; assess program impact	Improve and adjust program; determine participant satisfaction and assess program impact	Improve and revise program offerings; assess participant satisfaction; provide input for program planning.
Evaluation elements	Reaction to usefulness, suggested changes, expected uses of session content, content rating, presentation rating, and comments or suggestions.	Assessment of Institute influence on leadership skill development, ability to interact with fellow LI participants, and broadening understanding of PCCs role in state and national contexts. Also requested identification of most beneficial portion of LI, suggestions for changes, adjustments, or deletions, LI match with pre-conceptions and how the program differed from expectations, overall quality of the Institute and suggestions for future leadership program planning.	For each session, eight areas of feedback are sought including pacing, speaker engagement, preparation and clarity of message, information value and relevance and knowledge gain about session topic. Overall evaluation focused on communication prior to the PLS, pre-work and registration. Other questions focused on six elements of logistics for PLS.

Timing of evaluation	End of each session and end of program, after 2008 offering, and ongoing dialogue	On-line survey with open-ended and Likert-type items, ongoing discussions among planning team and participants.	Time is set aside to provide written feedback about each day of the program at the end of each day; overall feedback collected at the end of the last session.
Evaluation procedures	Written feedback form with open-ended and Likert-type items, on-line survey form, group discussions, and ongoing dialogue among participants and program Coordinator.	On-line survey sent to participants after program.	Written feedback form with Likert-type items and open-ended questions. Time set aside for completing feedback form at the end of each day of program.
Measuring program completion	All participants required to attend every session. Session attendance records maintained by Coordinator and planning committee.	All participants required to attend every session.	Participants are required to attend all of the sessions over 4.5 days
Measuring program effectiveness	End of session evaluations and December 2008 survey asked about participant perceptions of benefit of program.	Institute influence on leadership skill development, interaction with fellow participants, enhanced understanding of PCCs role in the state and national contexts, most beneficial portion of the Institute suggestions for match with expectations, overall quality and suggestions for improvements.	Lengthy feedback survey implemented at the end of each segment throughout the program.

Analyzing evaluation data	Coordinator and Co-Directors reviewed data for subsequent LDA planning.	Coordinator and planning group participate in survey review and Plus Delta review of feedback.	Coordinator and Sponsor review data collected from participants
Modify the program			
Structural changes	No major changes made; schedule, topic and speaker adjustments made.	No major changes made to format or program in response to evaluations.	Expanded from 3.5 to 4.5 days in 2009..
Content changes	Most topics retained throughout four years. Presentation method or presenter changed on occasion.	Most topics retained throughout life of program; several eliminated when program shortened by one day. Presentation method or presenters changed from year to year.	No major program changes made but speaker modifications and other minor adjustments implemented.
Administrative changes	None.	None.	Sponsor recently turned administration over to Coordinator.
Reward and celebrate success			
Within the cohort	Celebratory luncheon banquet where participants received a Leading the Way lapel pin, certificate, graduation gift. Individuals and groups within cohort received recognition and superlative awards;	Closing luncheon and/or session.	Celebratory luncheon concludes PLS and involves Board and Foundation representatives. Certificates and class photos are also provided.

Formal and public	Recognition at fall college convocation.	Certificate of participation signed by the President and public salute of the all Leadership Institute participants at the annual employee appreciation dinner.	Public recognition in college publications and at college gatherings.
Informal	Ongoing past participant camaraderie.	On-going alumni programs and gatherings.	Participation held in high esteem by college leadership.

APPENDIX GG

Participant Leadership Development Outcomes

Participant Leadership Development Outcomes

	Study Site		
Leadership behaviors	Carteret Community College	Pitt Community College	Guilford Technical Community College
data-driven decision making (V2)	X	X	X
systems approach to problem solving (V3)		X	X
goal and objective alignment (V5)	X		
reporting accountability (V6),	X		
funding (V8)	X		X
performance management (V9)			X
change management (V10)			X
matching message to audience (V11)	X		
listening skills (V12)	X		
public speaking (V13)	X		
open communication (V14)		X	
partnerships (V16)		X	
collaboration (V17)	X		X

shared decision making (V18)			
networking (V19)	X	X	X
working with constituent groups (V20)		X	
diversity (V25)		X	
communicating a leadership vision (V26)	X	X	
performance self-assessment (V27)			X
stress management (V28)	X		X
risk taking (V29)	X		X
awareness of cultural impacts (V30).	X	X	
contribution to the profession (V33)		X	

APPENDIX HH

Codes and Theme Definitions

Codes and Themes Definitions

Code Level	Root Theme and Definition
1.00	**Overall LDI Experience for Participants** *Participant description of overall experience in LDI, including their initial reaction, the best and worst parts of the program, what led to their decision to participate, expectations, met, unmet or exceeded, and the impact of the program on them.*
2.00	**Program Content** *Participant description of the LDI program content, what elements they liked most or least, and program elements most and least readily applicable on the job.*
3.00	**Program Impact** *Participant and participant supervisor descriptions of perceived LDI impact on participants' career, individual knowledge, attitude, and skills, department or work group performance, the institution as a whole, including specific examples of these impacts.*
4.00	**Recommendations** *Participant and participant supervisor descriptions of what they would tell other employees about the program and their suggestions for program improvement.*
5.00	**Sponsor Program Planning** *Description of impetus for program, programmatic model, political considerations, staff, faculty or Board resistance or support, program fit with college strategic direction, and hopes and aspirations for the program.*
6.00	**Sponsor Program Outcomes and Overview** *Description of LDI benefits to individuals, and the college, unexpected outcomes, and disappointments; description of the limiting factors impacting LDI development and sustaining program impact.*
7.00	**Coordinator Program Planning** *Description of coordinator role, organizational placement and benefits; overview of program, model and funding.*
8.00	**Program Development** *Description of approaches to program publicity, recruitment, ideal participant, application and selection processes, and diversity efforts.*

9.00 **Program Delivery**
Description of process for selecting content and structural elements, delivery methods, use of technology, selection of instruments, facilitators, presenters, and speakers, session anecdote, and unsuccessful elements.

10.00 **Program Strengthening**
Description of LDI evaluation approach, assessing participant reactions, learning, application of LDI impact on the job, and cost-benefit; timing and implementation of evaluation, and resulting program modification; reward for participation.

Coordinator Program Outcomes

11.00 *Description of LDI benefits for individuals and college, disappointments and unexpected outcomes, and summary comments.*
